

SUID-AFRIKAANSE BIBLIOTEKE

UNIVERSITY
OF MICHIGAN

MAR 4 - 1959

PERIODICAL
READING ROOM

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Deel 26

Januarie 1959

No. 3

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SUID-AFRIKAANSE BIBLIOTHEKE

Die Offisiële Orgaan van die Suid-Afrikaanse Biblioteekvereniging

Deel 26

Januarie 1959

No. 3

DIE OPENING VAN LEIPOLDT-NORTIER-BIBLIOTHEEK OP CLANWILLIAM

DIT WAS OP 'n warm dag in November 1954 dat ek vir die eerste keer die laaste rusplek van die bekende Afrikaanse digter, Dr. Christiaan Frederick Louis Leipoldt, besoek het. Alhoewel ek vir meer as vyf jaar daardie deel van die wêreld deurkruis het, het dit toevallig so gebeur dat ek nooit die pad na sy graf gevolg het nie. Hierdie keer het ek egter geweet dat dit my laaste amptelike reis deur dié streek sou wees en ek het dit dus doelbewus so beplan dat ek met die pad wat by sy graf verbygaan, terug sou kom.

Dit was 'n snikhete somerdag. Hoog in die Sederberge het ek die kennisgewing langs die pad gesien en stil gehou. Die stof van die motor het lank in die windstil lug gehang voordat dit traag neergesak het op veld en krans. Tussen die geel blomme en die knoestige suikerkanne, het die sonbesies skril en aanhoudend geskree.

'n Paar tree van die pad af het ek deur die hekkie van 'n omheinde stukkie bergveld gegaan en verderaan die koepelvormige krans gesien teen die wand waarvan die naam van die digter aangebring is. Sonder enige vertoon, in grootse eenvoud, temidde van die stilte van die berge, rus ons digter hier in die boesem van die natuur, in sy geliefde Hantam wat hy so treffend besing het. As 'n mens op hierdie pragtige plek stil staan en jou oorgee aan die grootse swye van die veld rondom jou, dra jy, as jy later verder gaan, 'n onuitwisbare indruk saam met jou – 'n indruk wat jou die gees van hierdie groot seun van Suid-Afrika beter leer verstaan.

Die man wat hierdie plek uitgesoek het as laaste rusplek vir Leipoldt, was sy lewenslange vriend, Dr. Pieter Le Fras Nortier. Van 1916 af tot aan sy dood in 1955 het Dr. Nortier 'n leeftyd van onvermoeide en onbaatsugtige diens aan Clanwilliam en sy omgewing gegee. En omdat Leipoldt van tyd tot tyd teruggekom het na die dorpie waar hy sy kindere deurgebring het en wat steeds sy eerste liefde gebly het, het hy onvermydelik met Dr. Nortier bekend en bevriend geraak. Die ding wat hierdie twee manne so nou verbind het, was ongetwyfeld hulle liefde vir die aarde en die onvergelyklike natuurskoon van Clanwilliam en sy berge.

Dit word vertel dat Dr. Leipoldt op sy sterfbed opdrag gegee het dat sy as na Dr. Nortier gestuur moet word. „Hy sal wel weet wat om daarmee te maak”. En dat hy wel geweet het, getuig die toneel wat ek hierbo probeer beskryf het.

Al dié dinge het my te binne geskiet toe ek op Saterdag, 11 Oktober 1958, luister hoe Minister Paul Sauer die sierlike nuwe biblioteek op Clanwilliam wat na hierdie twee boesemvriende heet, open. Hy het albei goed geken en kon daarop wys dat geeneen van hulle belang gestel het in aardse gewin nie. In sy testament het Dr. Nortier £1,000 nagelaat vir die oprigting van 'n biblioteek ter aandenking van Dr. Leipoldt, mits dit binne twee jaar na sy dood gebou word. Mev. Helen Burton, ook 'n inwoner van Clanwilliam en 'n vriendin van die twee manne, het op die pragtige gedagte gekom om nog £500 te skenk, mits ook die nagedagtenis van Dr. Nortier in dieselfde gebou gedenk sal word. Onder haar voorsitterskap is 'n plaaslike komitee gestig om fondse in te samel. Mildelike hulp is ontvang van die plaaslike munisipaliteit, die Drie-Eeue-Stigting, en talle ander liggeme en bewonderaars van die twee manne. Die sekretaris van hierdie komitee en tans burgemeester van Clanwilliam, mnr. R. C. E. Strassberger, het geen steen onaangeroerd gelaat om geld te vind om die gebou 'n werklikheid te maak nie.

'n Bedrywige Naweeke

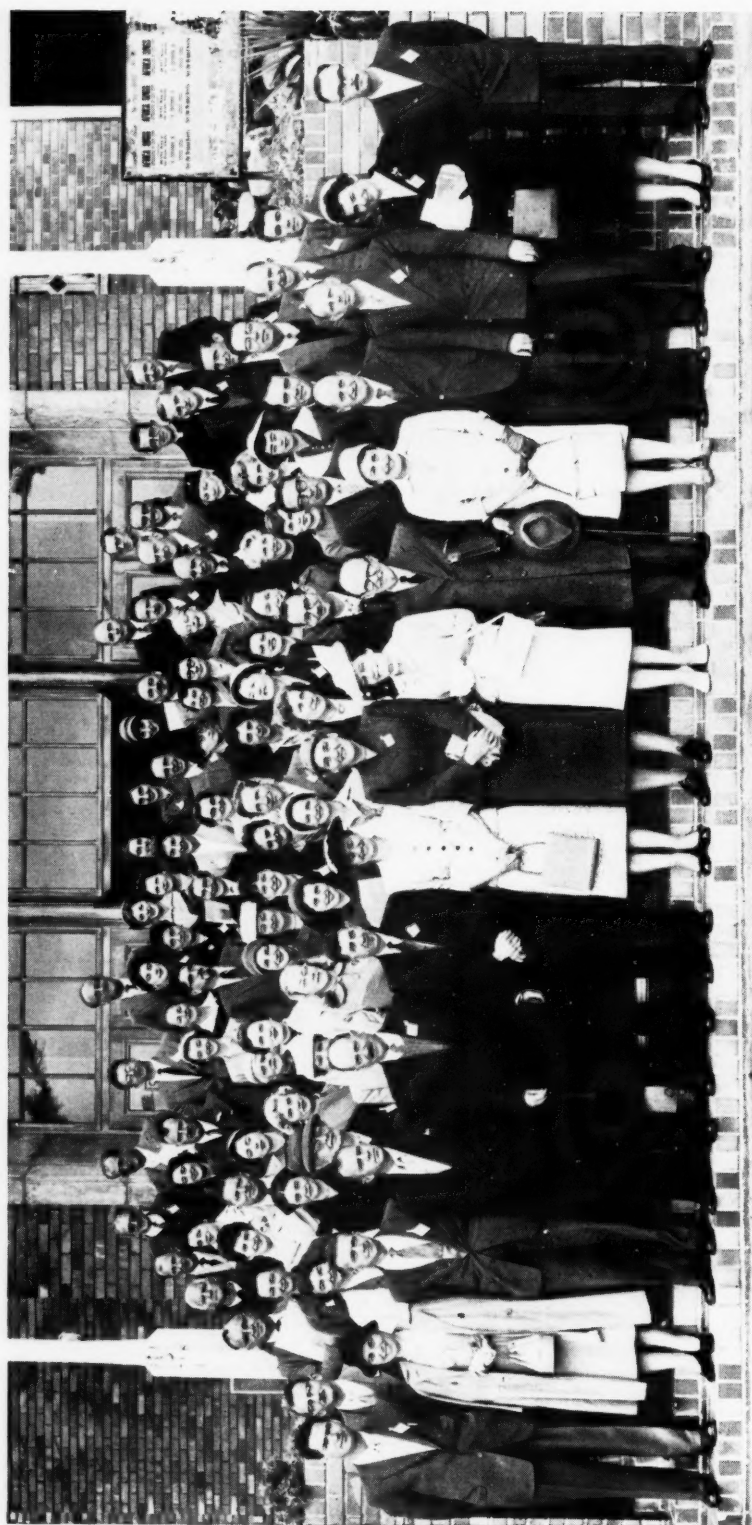
Die bedrywighede van die naweeke toe die opening plaas gevind het, getuig van die ywer en vindingrykheid van mnr. Strassberger en sy komitee. Vrydag en Saterdagvoormiddag was daar 'n skouspelagtige snelt ootregatta op die pragtige opvangdam in die Olifantsrivier digby die dorp. Kranse is gelê by die grafte van Dr. Nortier en Dr. Leipoldt. In die stadsaal is 'n tentoonstelling deur die V.L.V. gehou en op die sportsgrond 'n helikoptervertoning. Saterdagmiddag na die amptelike opening, is die braaivleisvure op die terrein agter die biblioteek aangesteek en dieselfde aand is 'n

vrolike koffiehuis-konsert op die sportsgrond gehou. Van heinde en verre het mense na die stil dorpie gestroom en dit sal my nie verbaas as dit die bedrywigste naweeke in die geskiedenis van Clanwilliam was nie.

Ek gaan nie die gebou self beskryf nie. Ek wil net sê dat daar 'n Leipoldt-kamer in die gebou is waarin 'n paar meubelstukke van die digter 'n rusplek gevind het. Daar staan ook nou 'n pragtige granietsorsbeeld van hom. Dit is gemaak deur die beeldhouer Cuairan in opdrag van wyle mnr. J. M. H. Viljoen, in lewe redakteur van *Die Huisgenoot* en 'n groot vriend van Leipoldt. Sy weduwee, nou mev. A. M. Preller, het dit goedgegunstiglik aan die biblioteek geskenk. Manuskripte van twee gedigte van Leipoldt is deur die digter D. J. Opperman aan die biblioteek geskenk. Met verloop van tyd sal hierdie kamer die bewaarplek word van baie dinge wat ons aan die digter sal herinner.

Op talle plattelandse dorpe dwarsdeur ons land verrys daar deesdae nuwe, doelmatige biblioteekgeboue. Die beweging vir vrye openbare biblioteke het 'n meesleurende stroom geword. Hierdie biblioteek op Clanwilliam is egter iets besonder. Hier staan 'n kultuursentrum wat terseldertyd die nagedagtenis in ere hou van twee groot seuns van Suid-Afrika – twee manne wat, sonder om na wins of eer te soek, in alle nederigheid help bou het aan 'n eie Suid-Afrikaanse kultuur. Die gebou beliggaam dus 'n pragtige gedagte wat navolging dwarsdeur ons land verdien. Mag die sirelike gebou in die jare wat voorlê nie alleen 'n bron van verligting en besieling wees vir diegene wat gereeld van sy geriewe gebruik kan maak nie, maar ook 'n bedevaartsplek vir almal wat hulde wil betoon aan twee belangelose werkers op die akker van Suid-Afrika.

D.L.E.



DELEGATES TO THE ANNUAL CONFERENCE, CAPE TOWN, SEPTEMBER, 1958

- 1st row:* S. I. Malan, Mrs. R. Wertheimer, A. Porter, H. M. Robinson, S. J. Krizinger, D. H. Varley, Miss E. Hartmann, Miss L. E. Taylor, Mrs. M. Dix, Dr. P. Coetzee, Miss E. Levy, Dr. F. van der Riet, T. Friis, Miss H. Hurley, C. Vermeulen.
- 2nd row:* H. Zastrau, Mrs. J. Albert, Mrs. Carney, Mrs. H. Retief, Mrs. M. Rautenbach, Miss H. Bryant, Miss J. Greybe, Miss E. Roberts, I. Isaacson, H. C. van Rooy, B. Hood, R. Kennedy, J. Marais.
- 3rd row:* H. Dommissie, Miss M. Hobson, Miss A. Stephens, Miss M. Cloete-Noding, Miss H. Pretorius, Miss E. Jaffe, Mrs. M. le Roux, Mrs. E. Purcell, Miss L. Pienaar, A. M. L. Robinson, Miss M. van Deventer, Miss M. Bradshaw, Miss E. Malan, Miss J. te Groen, Miss C. Baker, Miss E. Lightfoot, Miss B. Steele, Mrs. C. Hugo, C. Fourie.
- 4th row:* H. van Nickerk, J. G. Kesting, Miss M. Saayman, Miss B. Jennings, Mr. Klopper, Miss M. Barratt, Mrs. A. Wilken, F. Potgieter, Miss Kolbe, Miss H. Sherwood, L. Wertheimer, Mrs. B. Robinow, Mrs. G. Bezuidenhout, Miss D. Turner, Miss L. Leipoldt, Miss G. Becker, Mrs. Lyndhurst, P. Coetzee, Dr. Oppenheim, A. le Sueur, J. J. van Zyl.
- 5th row:* Mr. Parkin, Councillor Eagar, Mr. Worsley, Miss Rabe, Mr. Clarke, Miss J. Hubbard, Mrs. G. Glickman, Miss Z. Plaistowe, Mrs. Stevens, Miss A. van der Westhuizen, Miss J. Cartwright, Miss M. Cartwright, S. van Nickerk, Mrs. S. Goncalves, F. Leygonie, Councillor A. de Wit, W. Tyrrell-Glynn, Dr. E. Eybers, R. Bompas, A. Duvenage, Father Ruch, Dr. O. Spohr.

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OPENING ADDRESS AT THE ANNUAL CONFERENCE OF THE SOUTH AFRICAN LIBRARY ASSOCIATION, CAMPS BAY, CAPE TOWN, 22nd SEPTEMBER, 1958

by

DR. J. G. MEIRING

Superintendent-General of Education of the Cape

IT WAS A THOUGHTFUL gesture on your part to link up the Education Department with the South African Library Association at the opening of your thirteenth Annual Conference. As a representative of the Department of Education, I consider it a special privilege to be present this morning and to open your conference. After all, you and I have a similar task, namely the education of man. It is a task to which there is no end, it never reaches completion. Many are busy with this task - parents, grandparents (or do they spoil children and are therefore busy with the reverse process?), teachers, lecturers, professors, ministers of religion, and so on. We have a host of allies. I believe that the most valuable educators are those who realise that the dictum of there being no end to the educative process is also applicable to themselves.

This is, or shall I say this ought especially to be, true of librarians. The librarian is in the privileged position of being able to acquaint himself with the latest publications in the various branches of human interest and activity. He can also experience the joy of passing on his knowledge of the contents of books to those who may be seeking information on some topic or other. Books will always be published and therefore the education of the lover of books will never cease. The librarian cannot be true unto himself unless he is a lover of books. The self-education of the librarian is therefore a process which will never stop and which will always be to the advantage of the library-user!

Debate and Discussion

But the delegates are not only librarians, you are also gathered in conference. This stresses

another aspect of the educative process. When people belonging to some profession or other get together in conference, they usually discuss problems peculiar to their daily task. I think I am entitled to say that phenomenal developments have taken place during the last decade or two with regard to what I may call the science of librarianship. It is only natural that there will be a diversity of opinion on various matters. This ensures a favourable atmosphere for debate and discussion. If a prejudiced, emotional approach is absent, there is always the possibility of the acceptance of new ideas and the adoption of more advanced practices. I am fully aware that the science of librarianship has made impressive advances on the administrative side. A conference is the proper place to share information. All this must be calculated to encourage every delegate present and to make of him a better librarian.

I think I have convinced members that the educative process will *volens nolens* continue at this conference. It is therefore the obvious duty of every delegate to assist in the furtherance of this process. Accordingly, I wish to suggest that this conference adopts as its motto for this meeting the French clarion call: *en avant!* I trust that in this spirit marked progress will be recorded.

Training of Librarians

It is in this spirit that I would venture to make a few remarks with regard to certain directions in which your Association could exercise its influence. I am glad to learn that the Association is stressing the importance of the acquisition of professional qualifications by all librarians. This matter is so obvious that it surely is not necessary to submit reasons. It is

also gratifying to know that at no less than six of our universities courses in librarianship have been instituted. In view of the great need of more librarians throughout the country, we can only trust that a sufficiently large number of students will enrol for these courses.

Though there is reason to be very grateful for the progress that is being made with regard to the training of librarians, I was sorry to learn that there is no official contact between some of these universities and the South African Library Association. Some universities are accredited, others not. Such a position may lead to discrimination against courses given and diplomas awarded by certain universities. Such a state of affairs should not obtain in South Africa, especially in view of the fact that we are at the beginning of great developments with regard to our libraries and their organization. Of course I am fully aware that our universities are autonomous bodies and are under no obligation to consider the wishes of an outside body in drawing up its courses in librarianship or in fixing standards. On the other hand I can hardly imagine any university to be unwilling to profit by mutual consultation. We have a comparable position with the teacher training done by the universities. Again the universities are completely autonomous, but no university in the Cape Province would introduce any new course in teacher training without submitting the course to the Cape Education Department for its comments or even criticism. This is done voluntarily. But it is clear that this is a wise practice; after all it is the Education Department which employs the young teachers. But apart from this I would venture to say that both the universities and the Department have profited by the exchange of views, and that this gentleman's agreement has been to the advantage of education generally.

I realise that the position with regard to teacher training is not quite analogous to that of the training of librarians. Yet it ought to be possible to establish a much closer contact between your Association and the various universities offering courses in librarianship. Here I would want to say *en avant!*

Bilingualism

Another matter which is deserving of your attention is the demands which a bilingual country makes on its librarians. I have been

given to understand that your Association demands that librarians should have professional qualifications and further finds it most desirable that they should be able to read and speak two foreign languages. Here again the arguments in favour are perfectly obvious. But I make bold to say that knowledge of two foreign languages is of less importance than fluency in both the official languages of our country. South Africa is different from other multi-lingual countries where there are certain zones or provinces where one language is exclusively spoken. In South Africa any centre is either predominantly English- or Afrikaans-speaking. That means that a minority of the other language group is always present. It therefore follows that those who serve the public must be proficient in both languages. We expect this from the man behind the counter in the post office, or from the ticket examiner on the train, or from any civil servant. We have a right to expect this *a fortiori* from a person who is continually busy guiding the intellectual interests of children and adults. In the beginning I stressed the fact that librarians are engaged in an educative process. In education the importance of the mother tongue to convey ideas and knowledge to the receptive mind of the child is considered axiomatic. Perhaps the Association can make a new advance in this matter. Again I would want to say *en avant!*

Provincial and School Libraries

And now, as you are holding your conference at the Cape, it is appropriate that I should tell you something about certain developments which have taken place here of recent years. I want to refer to the relationship between the Provincial Library Service and the libraries of the schools falling under the Cape Education Department. As Chairman (ex officio) of the Provincial Library Board, I naturally am most interested in the development of the Provincial Library Service. As head of the Education Department I fully realise that the library ought to be the real soul of the modern school. I am only too keen that our schools should reap full benefit from the help they can get from the Provincial Service. I propose to say something about this matter in the other official language.

Soos aan meeste van u bekend is georganiseerde biblioteekdienste aan en deur skole en

openbare biblioteke op provinsiale vlak 'n aangeleentheid wat nog maar betreklik in sy beginstadium in Suid-Afrika staan. Sekere Provinsiale Administrasies het verder gevorder as ander. In Transvaal bestaan daar twee aparte reuse organisasies vir die doel wat prakties gesproke niks met mekaar te doen het nie. In Natal bestaan daar ook twee aparte organisasies, dog werk die twee instansies ten nouste met mekaar saam. Boeke word gesamentlik gekleur terwyl skole as gewone lede by die Provinsiale Biblioteekdiens aansluit. Die Vrystaat verkies om albei organisasies onder een departement te laat ressorteer. Wat skoolbiblioteekdienste in Kaapland betref, het ons eintlik nog nie begin nie, dog staan ons tans aan die begin van groot ontwikkeling. Watter van die genoemde organisasiestrukture is nou vir Kaapland die beste om te volg? Hierdie vraag het ons vir meer as twee jaar gepla. Ons het heelwat ondersoek in Suid-Afrika en oorsee ingestel en samesprekings gehou. Dwaarsdeur ons samesprekings het een ding egter altyd soos 'n paal bo water uitgesteek – dit is naamlik dat daar 'n groot behoefte bestaan om aan die kind baie meer biblioteekfasiliteite beskikbaar te stel as wat tans die geval is. Nie net biblioteekgeriewe om die kind te help om sy huiswerk te doen en deur 'n eksamen te kom nie – dog biblioteekgeriewe wat 'n positiewe bydrae sal lewer tot die ontwikkeling van die „hele” kind – verstandelik sowel as sosiaal. Biblioteekgeriewe wat sal help om die kind 'n gesonde kulturele, intellektuele en opvoedkundige ontwikkeling te verseker is die minste wat in die opsig van die Onderwysdepartement verwag kan word. Dit het ook aan my duidelik geword dat 'n goed versorgde biblioteek – hetsy openbaar of skool – 'n belangrike skakel in ons nuwe onderwysstruktuur in Kaapland kan wees. Daar word in ons nuwe benadering al hoe meer klem op selfstudie en eie oorspronklike denke gelê.

Noue Samewerking

Die beste diens moet dus aan ons skole op die mees ekonomiese wyse gelewer word. Daar moet samewerking wees tussen die Skoolbiblioteke en die Provinsiale Diens.

Ons kan nie toelaat dat daar kompetisie of wrywing tussen ons twee biblioteekdepartemente bestaan nie. Ons het slegs een doel

voor oë – die beste diens vir die kind op die mees ekonomiese manier. Met hierdie beginsel voor oë het dit vir ons duidelik geword dat daar noue samewerking tussen die twee departemente moet wees. Skole word naamlik toegelaat om by die Provinsiale Biblioteekdiens aan te sluit en gebruik te maak van die groot voorraad boeke wat sodoende tot hul beskikking gestel word. Vir hierdie doel stem die Uitvoerende Komitee jaarliks £50,000 addisioneel op die begroting van die Provinsiale Biblioteekdiens.

Dit is wenslik dat skole sekere boeke permanent in hul naslaanafdelings sal hê – vir hierdie doel word vir skole boeke uit fondse wat die Onderwysdepartement beskikbaar stel deur middel van die Provinsiale Biblioteekdiens aangekoop, wat dit dan voorberei en by die skole aflewer.

Elke departement doen dié deel van die werk waarin hy 'n komparatiewe voordeel het en waarvoor hy die beste toegerus is. Die Provinsiale Biblioteekdiens koop naamlik die boeke aan, katalogiseer en klassifiseer dit, en berei die boeke andersyds vir sirkulasie voor. Die diens lewer die boeke, deur middel van periodieke besoeke van die bibliobus wat vergeesel word van 'n opgeleide bibliotekaris, aan die skole en stel sodoende die plaaslike onderwysers in staat om die nodige materiaal van die bibliobus volgens sy eie skool se behoefte te kies. Die skool lewer andersyds die nodige professionele diens in die skool, wat onder meer lesersvoorligting, naslaanwerk, uitleenwerk, en algemene biblioteekhulp aan die leerlinge en personeel insluit. Die Provinsiale Biblioteekdiens behartig dus die administratiewe deel, totdat die materiaal by die skool afgelewer is, terwyl die skool dan die nodige professionele dienste verskaf en die administrasie van die skoolbiblioteek as sodanig waarneem.

Voordele

Die skema hou die volgende voordele in:

1. Die Onderwysdepartement is verseker van 'n gesonde beleid van keuring van boeke wat in die eerste instansie deur 'n Komitee van opgeleide bibliotekarisse en onderwysers gedoen word en in die tweede instansie deur die skool self deurdat die skoolpersoneel nou self die nodige materiaal van die bibliobus kies.

2. Die skema is hoogs ekonomies en doeltreffend deurdat die koste per eenheid van voorbereide boeke nou heelwat laer is.
3. Die skool word vir 'n onbepaalde tyd voorsien van *alle* boeke wat hy verlang, insluitende naslaanwerke.
4. Die ideaal van 'n deeglik-toegeruste sentrale biblioteek in elke skool kan makliker verwesenlik word.
5. Die personeel van die skool kan boeke vir eie studie en voorbereiding gratis bekom deur dit van die streekbiblioteke aan te vra.
6. Tydens die besoek van die boekwa het die skool die dienste van 'n opgeleide bibliotekaris tot hul beskikking indien advies of voorligting verlang word.
7. Gelde wat tot dusver vir skoolbiblioteke deur die plaaslike skole ingesamel is, kan nou vir biblioteekgeboue of ameublement aangewend word, omdat alle nodige boeke deur die Provinsiale Biblioteekdiens verskaf word.
8. Deur gebruik te maak van die bestaande inter-biblioteeklening-skema kan die skool nou enige boek gratis bekom indien dit in Suid-Afrika beskikbaar is.
9. Die uiters belangrike opgeleide onderwysers-bibliotekaris sal nou in skole aangestel kan word in plaas van (a) die huidige onbevredigende praktyk om onderwysers die addisionele plig van biblioteek-administrasie op te lê, en (b) die totale afwesigheid van biblioteekvoorligting in die meerderheid van ons skole.

Voorwaardes

'n Skool wat as lid van die Provinsiale Biblioteekdiens wil geregistreer word moet die volgende voorwaardes nakom:

1. Verskaffing van die nodige biblioteekhuisvesting.
2. Verskaffing van 'n onderwyser-bibliotekaris.
3. Die hoof moet die nodige aansoekvorms tot lidmaatskap onderteken.
4. Skole in plattelandse gebiede (skole buite munisipale, dorps- of plaaslike bestuursgebiede) moet bereid wees om, indien deur die Direkteur van Biblioteekdienste verlang, reëlings te tref dat biblioteekdienste gedurende vakansietye of na-skoolure aan die volwassenes in hul gebied voorsien word.
5. Verskaffing van vrye biblioteekdienste aan alle leerlinge en personeel van die betrokke skool.

Kaapland glo dat deur hierdie reëling die kind van 'n goeie biblioteekdiens verseker sal wees.

En nou wil ek ook aan Kaapland se Provinsiale Biblioteekdiens en aan sy skoolbiblioteke *en avant* toeroep. Ek vertrou ons sal oor ses jaar, wanneer u weer hier vergader, van verdere vordering kan vertel.

Ek wil van harte vertrou dat u kongres baie geslaag sal wees, dat u prikkelende besprekings sal hê, dat u Vereniging in status en prestisie sal toeneem, en dat hierdie kongres 'n belangrike bydrae tot groter onderlinge hulp sal lewer sodat die hoogste kultuurbelange van Suid-Afrika bevorder mag word.

THE BRITISH PUBLISHER IN SOUTHERN AFRICA¹

by

W. P. KERR

Manager, Longmans, Green & Co., Ltd., South and Central Africa

THE SUBJECT OF MY TALK is not meant to be taken too literally: it does not, for example, refer to the elegant and high-powered gentlemen from London's famous publishing houses who from time to time sweep through the sub-continent on the crest of an alcoholic tidal wave – although I have often thought they would make an interesting study. Their activities, while awesome, are not truly representative of British publishers' total effort in these parts.

I do not want, either, to strike a high moral note and to harangue you on the rôle, the duty to letters and learning, that every self-respecting publisher feels to be a part of his mission. It is not difficult to be a trifle too righteous on this theme, and essentially the publisher's business, like that of any other tradesman, is to make money. My friends of the great university presses will perhaps forgive me if I do not exclude even them from having, on occasion, published at a profit.

What I really want to talk about – and I may well get to the point before my time is up – are the means and methods the British publisher uses to tackle the southern African market and the problems he encounters on the way.

There are three media, through one or more of which the publisher may launch his attack. These are: *his imprint*; *his creature*, the publisher's representative; and/or *his local house*, or publishing branch.

The Imprint

Nowadays it is rare indeed for a publisher to be represented in southern Africa by his imprint only; but of all the elements that contribute to sales in publishing, next to a best-selling author's name, I should put the significance of

the publisher's imprint as the most important. It is the imprint that distinguishes between the house of standing, of solid reputation, and the publisher who is new and hopeful; between the house that is small but highly selective in its output and the publisher who is less discriminating. In many cases the imprint indicates broadly the category of the book that carries it. Nobody goes to Mills and Boon for the latest work on neuro-surgery; nor does one apply to Livingston for good, clean romances, suitable for nice old ladies. Into the imprint the bookseller buying in advance of publication may read the quality of production, the weight and skill of the sales campaign that will get behind the book, the value for money of the final product. And the imprint, standing as it does for eminence (or otherwise) in given fields, is the thing that attracts the author and his agent.

I need not labour the point. No-one is more aware than the librarian of the significance of the major publisher's imprint – no-one, that is, with the possible exception of the minor publisher. And please do not misunderstand me on that point. I do not scoff at the small publisher, or at the house lacking in antiquity. But I have a professional antipathy towards the pretentious, and in particular towards the publisher whose blurbs carry singularly little resemblance to the contents of his books. It is precisely in such circumstances that the imprint bears its silent testimony.

The Representative

Despite the importance of the imprint, however, very few publishers, as I have said, are

¹ Address delivered as guest speaker at the Annual Conference of the S.A. Library Association at Cape Town on 22nd September, 1958.

content to be represented by it alone, and the great majority have an appointed representative – or representatives – in the territory. Contrary to popular belief, the publisher's representative does not exist solely to buy drinks for booksellers and to smile shyly at leading librarians. He may be a modest little man trundling his lists and his typewriter round the vast areas his territory comprises, or he may have an organisation of some size with representatives dotted at strategic points on the map. He may live in a deluge of half-digested advance informations, publication programmes, proofs of lists and lists of proofs; or he may have a well-oiled, push-button office machine. But one way or another he has to cover his ground at least twice a year if he's in the general field (some organisations make four rounds of the trade annually), and as often as he can if he's in the educational field. "Covering the ground" normally means visiting every major town between the Cape and the Congo. I myself, in the current year, will travel by air, by sea and by road little less than 20,000 miles outside of Cape Town and environs – and I have five men helping me to cover our territory.

This sort of travelling is wearing, but not impossible. Where the impossible looms up is when one tries in addition to cope with the side products of representation.

A considerable volume of correspondence between representative and principal is involved, including receipt, re-typing and transmission of journey and other orders in the office. In London, there are trade departments which have to be jostled, their mistakes pointed out to them, and suitable apologies made to the unfortunate recipients of their errors at this end. In London, too, there are sales managers who live in a perpetual state of agitation and who, because they resolutely refuse to keep their distress to themselves, have to be pacified at frequent intervals. There are sponsors clamouring for your opinion of a forthcoming book of which they have sent you a proof that may well be one of eighteen arriving by the same mail.

There is the question of which if any of the new books to take into local stock; how many copies to order; what local terms to offer on them.

There is the distribution of review copies to arrange, the harrying of columnists and news

editors for a mention of some item of overwhelming public interest which these hard-headed gentlemen regard as rather tiresome attempts to collar free advertising space. There is the placement of extract and serial rights.

There is the torrent of locally-circularised promotional material to be rolled off the over-worked office duplicator, stamped and dispatched to booksellers and librarians for convenient filing in the nearest waste-paper basket.

There is the monthly batch of advertising copy for *Reader's News* to be sweated out. On some, in the Cape anyway, the task of producing 1200 words of blurb for a communal advertisement devolves fortnightly; and there are other media for which copy requires intermittently to be written.

Usually, on one's desk, there is a mound or two of yellowing, dog-eared manuscripts that have done the rounds pretty thoroughly before reaching you, and although ninety-nine times out of a hundred rejection is a safe bet, there remains the hundredth chance that something out of the heap will be worth sending overseas for further consideration. So some time one reads, or at least skims, through the lot.

Even more sordid is the business of credit control, the lurking fear that a few accounts are never going to be met, and the difficult and embarrassing decision as to whether supplies should be continued or stopped.

Censorship

Then, somewhere among these frivolities, it becomes necessary to find time to attend trade meetings for the enjoyment of interminable and repetitive argument on the price and discount schedule, gloomy predictions on the future of the trade and lamentation at the latest larks of the censor.

Censorship is indeed a problem to the British publisher and his representative. No civilised person minds what happens to Communist propaganda, matter designed as pornography, or horror comics, but the fact remains that a high percentage of characters in contemporary fiction find the lure of the wrong bed irresistible. I cannot say for certain whether this is holding the mirror up to nature; I am a quiet living man myself; but I strongly suspect that there is justification in real life for the modern novelist's frequent preoccupation with the impact of sex on society. It is certainly true that few

of the best-selling novels of the last decade or two make suitable reading for adolescent children. They were not, of course, designed for children, but for adults; yet, so far as any policy is discernible in the local application of censorship, it appears that what might be unsuitable for a youngster to read while he should be doing his homework, is a proper subject for banning. But you cannot, without appearing absolutely ludicrous, ban everything that would make a Sunday school superintendent momentarily uneasy, so you ban about one in a hundred such titles – or perhaps it is one in a thousand. The dice is heavily loaded, I may say, against the paper-back, presumably on the theory that anybody who can afford to buy books of dubious taste in a cased binding is almost morally incorruptible.

I should like to make it quite clear that my company has suffered no injury at the hands of the censors. Whether through favouring winds or from steering a straight course, we have not to date had a single book placed on the banned list. But we cannot rest entirely easy: reasonable discrimination by all officials connected with censorship is not automatic. Interruption of supplies is not infrequent. And these concerns take no cognisance of the fact that it is far from complimentary to have one's taste in reading dictated, in however small measure, by other people. Not to put too fine a point on it, I incline to the opinion that censorship in the main is an insult to the country's intelligence; and censorship inconsistently applied, as the book trade here has seen it, becomes an administrative farce chargeable to the taxpayer's account.

I apologise for stamping on my soap-box, and for loosing my personal prejudices so freely upon you. Nevertheless, censorship does, in purely mundane terms, introduce a new and entirely unwelcome hazard into publishing. Few of the British publisher's books do in the end get banned – but the spectre remains. Another uncertainty is added to the gamble: whether the censor will single out this title or that for his attentions – and *when*, if he does pick on one of your titles, the ban will be promulgated.

The same question engages the minds of booksellers. By the nature of things, whether any particular book should or should not be banned becomes an entirely secondary issue. What matters in this absurd situation is whether

somebody is going to be caught with the goods on him: the bookseller with copies on his shelves; the representative with local stocks; the publisher with orders on the water. It is small compensation in this tiresome affair that banning a book in the Union is the best way of promoting its sales in the Federation.

Whatever the force of goodwill behind censorship in this country, I honestly have difficulty in seeing, once the balance sheet is presented, where the national profit lies; and I see with horrid clarity where lurks the private loss.

The Bookseller

In describing, however sketchily, the general background to the representative's work, I have not yet touched on the death grapple with the bookseller himself. This is apt to be bloody work. The Union boasts a number of booksellers and bookshops that are good by any standard, but the overall pattern suggests that for the British publisher this is a best-seller market. That is to say the great weight of the bookseller's purchasing tends to be laid on wide-appeal, much ballyhooed books, frequently at the expense of range of coverage on other types of book. It seems very safe to prophesy, for example, that Christmas book-buyers will be picking their way with difficulty between large heaps of *The Crossing of Antartica* by Fuchs and Hillary, and large heaps of the *Memoirs* of Field Marshal Montgomery. What intrigues watchers from the sidelines about this battle of the giants is which title is going to produce the bigger heaps before Christmas – and which will have the larger heaps left over after Christmas.

It is quite obvious that a bookseller must carry a large stock of the most popular lines, but his concentration on them leaves him with a disproportionately low percentage of his spending power for the book of perhaps greater importance though of admittedly narrower appeal. This is particularly noticeable in most South African bookshops serving universities: one is faced with rows of set books and remarkably little in the way of background reading, the cultural complement to the basic course that should play so large a part in a university education. Not for the South African undergraduate is the joy of a browse in Blackwell's.

Even in the best-selling class there are interesting divergencies of taste between southern Africa and the United Kingdom. I think that so far as the Union is concerned the biggest-selling novel ever, in the cased edition anyway, has been *Cry the Beloved Country*. The reasons are obvious enough. But while Daphne du Maurier is assured of an outstanding sale for her every production, why, to take another horse from the same stable, should Kingsley Amis create so small a ripple on the local waters? *Lucky Jim* slipped by almost unnoticed in the Union, while in England it must have passed its twentieth printing. There is a distinct local veering off even the middle-brow, regardless of whether it is as readable as the slickest effusion of a big-name, best-selling, pot-boiling purveyor of the prescription as before.

What is the answer to this? Is it that the South African public cannot stomach anything more telling than the week-end supplements dare serialise? Or is it that the bookseller's mind-barrier is impenetrable, that he will not depart far enough from the pattern of his buying to take a chance on the book that is destined to make its principal mark on the intellect, rather than in the ledger? How many discriminating readers, I wonder, are driven to the overseas bookseller because he has assessed his chances of getting what he wants from the local bookshop? I am by no means without sympathy for the bookseller who is confronted with impossibly long lists of forthcoming books, but while his buying must be selective, too often, I feel, has his wrong purchasing been in the field of mediocrity. The economic results of some general elevation in the essential quality of books stocked are not yet, I suggest, proven to be disastrous. So far as I can judge, good bookshops prosper as happily as the bad.

Thus it is that conflict between the representative and his customer occurs on two fronts: the thrust for endorsement of a potential best-seller in the bookseller's order *may* be parried by a disinclination to believe that southern Africa can take it; and any suggestion that certain titles are worth buying *per se* is not necessarily hailed with shouts of delight. Many are the honourable scars that have been carried away from that field of battle; but very few, I am glad to say, are those that have left ill-will in the mind of either combatant.

Among the other problems that face the British publisher, and that admit of no solu-

tion, are the rising costs of book production – costs that always increase rather faster than the public's ability to absorb them – and, let us face it, the South African librarian.

The Growth of Library Services

The swift and comprehensive improvement in library services in the Union must be of the greatest benefit to the public. But what is its effect on the book trade? How many borrowers delightedly staggering off with armloads of books are congratulating themselves not only on having equipped themselves and their families for a week-end's reading, but also on the satisfactory economy of no longer having to buy what they really want to read? I suggest it is almost a serious thought. There will always be some people who want to buy some books; but there are, I submit, many more people, I among them, who will be content to borrow where but for an adequate local library they might have been tempted to buy.

Of course, with the rise and spread of libraries, comes a greater book-consciousness in the public. Whether in time that will lead to more and bigger and better bookshops with a roaring increase in sales, or whether it will lead to more and bigger and better libraries with a roaring increase in librarians, I cannot say. But what I do say is that the combination of improving library services and the current tightness of money is not helping the aggregate turnover of book units, although the proportion of blame I cannot gauge.

There is another aspect to the effect on the book trade of the growth of library services. This is what I have heard described as "the Adderley Street gallop" – and Mr. Friis will know where lies at least one of the finishing posts. The stakes in this local derby are by no means inconsiderable, and are doubtless increasing: certainly, they are large enough to induce owners to concentrate on the event, and I frankly doubt whether this is entirely healthy to the book trade at large. Library services have fixed budgets. Which horse passes the post first may influence the distribution of the prize money, but it will not affect the total amount spent on library purchases. The time and effort devoted to competition between booksellers for a fixed volume of business is time and effort removed from the drive for individual sales to the public. Seen from the

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publisher's standpoint, his share of library sales is coming to him anyway; but every new customer that can be coaxed into a bookshop, cajoled into making a purchase, represents additional business.

Let me draw your attention to a further distraction resulting from the volume of library business to be obtained in competition, in the Cape anyway. Most booksellers, before placing a substantial order for a title, will want to read, or at least dip into, the book. For this purpose publishers provide proof copies. But where a bookseller thinks he may want to make a large purchase, it is very likely that the Provincial Library Service will also want to make a large purchase. So what happens? The publisher's representative distributes proof copies, at perhaps a guinea a copy, to the leading local booksellers; and then, regardless of starter's orders, the Adderley Street gallop is on again. The proofs go thudding down the course, past the post and into the stable. Provincial librarians wonder to which hospital the half-dozen or so excess proof copies of a promising title should be sent, while booksellers wonder whether the promising title is really as good as its promise – and ring up the representative to ask for a proof.

I should not like it to be thought from all this that I am seriously proposing that librarians should stop buying books; or indeed that I am being seriously serious at all. But the book trade is clogged with paradox and absurdity, to which, I confess, publishers contribute their full share. The remarks I have just made are offered purely in the pious hope that they will spur librarians to still greater efforts on behalf of the book trade's prosperity. And if I might make a suggestion, opening each book and bending vigorously several times on its own spine, before putting it into circulation might help.

The Local House

I have devoted the bulk of my available time to the work of the British publisher's representative in southern Africa because he is the channel through which most of Britain's book trade passes. I have not dealt with the specialised work done by representatives of educational publishers, not because it is an insignificant part of the whole, but because it may conveniently be covered while considering the third of the media through which the British publisher

operates: his local house or publishing branch. Only two English companies run publishing branches in southern Africa, and one of these is not a company: it is the Oxford University Press. The other is my own mother and father, the house of Longmans. It is in fact towards local publishing that most of my anxious activities are directed.

As you know, both these houses publish some general books in South Africa, but the general side of their business is much the smaller, and while I should not like to speak for Oxford, I can say unhesitatingly for Longmans that it is also much the more hazardous. Neither branch publishes fiction, apart from the variety suitable for school consumption, because if a novel in English is worth publishing at all, it is worth publishing in England for the world market. The same applies to non-fiction except where the primary market or sphere of interest is to be found here.

Of the fourteen titles Longmans have published in their *Field Handbooks*, with which you will be familiar, only two have reprinted since the pilot volume appeared in 1951; but we are holding in the flat a run-on of colour plates for all volumes in the Series. Dr. Skaife's massive work on *African Insect Life* is one that we are proud and happy to have published; the book was successful and the sales have been good and continuing – yet this has not been a venture which has made a noticeable contribution to our financial well-being.

Many factors affect sales. In 1952 we published a Cape Town journalist's account of the fabulously successful Springbok Rugby Tour of United Kingdom and sold a great many copies. In 1956 we published a Cape Town journalist's account of the notably less successful Springbok Rugby Tour "down under" – and we crept home on that one largely because of the substantial number of copies our Australian and New Zealand houses took off our hands.

The economic survival of South African branches of English houses depends partly on their acting as agents for the parent company in selling United Kingdom publications, and partly on the proceeds from local educational publishing. At one time virtually the whole of the South African educational market was hogged by the English publisher operating from overseas: I have frequently met teachers who have confessed with a smile to having been

brought up on Longmans books, and I have marvelled at their lack of rancour. But to-day the British publisher's grip on the Union market is relaxing fast. The last half century has seen the steady development of South African publishing, accelerated in the last decade by the meteoric rise of the Afrikaans houses. This is right and proper: a developing country should furnish its own publishers, although I hope that South Africa will continue to admit outside competition for its stimulating effect.

At present the overseas publisher provides kindergarten books in English because the very extensive market he enjoys allows him to present a lavish production, backed by wide research into educational methods, at a reasonable price. He also gets the lion's share of the substantial business in English set books and does a good trade in university texts; but beyond this, not a great deal is left to him.

Educational Publications

It is the function of the South African branches of English houses to assume a local identity and to compete on equal terms with entirely indigenous publishers; and in so doing, they share many of the problems of the African publisher, which I may say are legion. To begin with, all four provinces have different syllabuses. A fifth syllabus is provided by the Joint Matriculation Board, a sixth by the Department of Education, Arts and Science, a seventh by the Bantu Education Department, an eighth comes from South West Africa. And since gentlemen in London consider that adding the Protectorates and the Federation to these territories makes for a nice, compact working unit, add another seven syllabuses to our tally.

Teachers have a marked reluctance to use any book that does not cover the relevant syllabus precisely; and educationists exhibit an extraordinary talent for disagreement among themselves. Thus, in one area the pundits maintain that formal work in grammar is a prerequisite to any respectable education, in another that a knowledge of formal grammar is about as useful as an appendix: if you have got it, it may do you no harm, but it certainly is not worth serious efforts to acquire. Similarly, each province appears to admit only one approach to the teaching of arithmetic: in one case, you multiply from the right or take the

consequences; in another, you multiply from the left. And so on.

Then comes the prodigious complication of bilingualism. It affects the British publisher in three ways, each adverse. One, the inclusion of an extra subject in the primary syllabus means less time available for the subjects one finds in English syllabuses. In this way, the speed of advance of British text-books tends to be rather too high for South Africa. This does not by any means eliminate British books; but it does present difficulties in keying them into the school system satisfactorily. Two, outside of language books and readers, it greatly assists the sale of texts in English to have Afrikaans editions on the market, but for a reason I shall advance in a moment, publishing in Afrikaans is much more speculative for the English house than the South African. And three, where publishing in both languages is essential to secure the adoption of texts in English – as in Natal, in the primary school – one strikes regional disproportion between Afrikaans and English home-language populations – again as in Natal. Thus, one may publish an arithmetic book or a geography for, say, standard five classes in Natal and expect to enjoy a good sale of the English edition; but the maximum potential recurring sale for the obligatory Afrikaans edition is less than 500 copies per annum, with no hope of finding a supplementary market outside the province. Publishing for so modest a market is of course quite uneconomic: the Afrikaans edition is a dead weight in the English.

Bantu Education

Publishing for the Bantu Education Department produces a fresh set of complications. Here, while learning to read in the vernacular, the primary school child has also to tackle English and Afrikaans. The medium of instruction, outside work in the official languages, is the vernacular. Now that is fine where the mother tongue is Zulu, or that click language in the Cape which I shan't attempt to pronounce. The populations are thick enough upon the ground to support their own books. But that situation is not universal: take Venda, for example; and numerous other languages and dialects that throw one hard up against the economic problems of short printings.

Again, the Government pays for language readers, but not for any other pupil's books. So

one can hazard a guess at sales of a reader for a large language group; but how does one calculate how many Zulu arithmetics, let us say, should be printed?

The question of orthography in Bantu languages is one that has provoked many headaches in publishing. The Union and Southern Rhodesia, by taking arbitrary action, seem to have settled the problem satisfactorily, although at some cost to the publisher in the change-over period. In Northern Rhodesia and Nyasaland conflict remains, and there has been no noticeable drop in the sale of aspirins to publishers. There is, in fact, likely to be a lift in the graph, for in a year or two all Union publishers may face the expensive complication of the effect on their arithmetic and mathematics text-books of the introduction of a decimal coinage.

These are specific problems, but I should mention one general difference between the English publisher producing in the Union and his South African colleague. Virtually every South African publisher is also a bookseller. This means that he can short-circuit his sales promotion by executing direct from stock all orders resulting from his promotional efforts, where the British educational publisher has to refer schools he visits to a bookseller – an excellent method of losing sales. And South African firms can subsidise the considerable expense of a publisher's traveller from the sales he makes, per the bookshop, of other people's publications as well as his own. So it is that the South African publisher, on the whole, can travel his ground more intensely and can afford detailed visiting of Afrikaans-medium schools, which the British publisher cannot really afford to tackle because of the narrow range he has to offer.

On the other hand, the British publisher, with his international connections, can tap a much vaster market than is open to the indigenous publisher. Many of our own Cape Town publications in English, for example, sell literally in dozens of different territories.

South African Book Production

Because I am addressing a South African gathering I have not stressed much the import-

ance of the Federation to the British publisher; but obviously it is a natural market. Indeed it is very nearly the exclusive preserve of British publishers, but South Africa is nevertheless playing an important part in its exploitation. In African education particularly a very high percentage of the text-books used are manufactured in the Union – here, in fact, in Cape Town. And at this point I should like to pay tribute to the giant strides book production has made in South Africa in the past twenty years. Today, except for fine printing, the South African printer compares very well with his opposite number overseas – providing the publisher sits firmly enough on his neck – not merely in quality, but also in price. I do not suggest that for run-of-the-mill printing the standard is universally as high as it should be, but the better South African printers are thoroughly good and reliable. And it should be remembered that frequently they are printing on locally-manufactured paper which, though improving, still falls appreciably short of overseas quality. The greatest weakness in local book production lies in the bindery, particularly where the cased book is concerned.

But all in all I have found much pleasure in working with South African printers: I think we may have learned something from each other; and their willingness to experiment and to improvise, their general open-mindedness, bodes very well for the future of the trade. I am glad to say that almost all of the book production that my branch has done overseas we are planning to bring back to the Union.

The picture I have tried to give you of the British publisher's activities in southern Africa is very far from complete, but I hope I have given some hint of the complexities of an everchanging, entirely stimulating, confusing, enraging, utterly delightful trade. And if, some time, a book bearing our imprint *should* happen to appear in a shop ten minutes before the copyright libraries have received their statutory copies, I hope you will put it down, not to indifference, but to the fact that somebody has almost certainly mislaid his tranquilisers.

THE CREATIVE LIBRARIAN¹

by

ELIZABETH HARTMANN

Librarian, University of the Witwatersrand

I HAVE CHOSEN as the subject of this address the Creative Librarian. This was suggested to me in the first instance by the number of young people who, when discussing library work, express a desire to do creative work.

This set me pondering on just what they meant by creative work. Presumably the term is used in contra-distinction to mechanical or routine work that requires no initiative and produces no visible or permanent results. Most of us have an urge to make something, to do something that will leave our footprints in the sands of time.

To me librarianship in all its aspects has always seemed stimulatingly creative in its own way. But how to convince aspirant librarians and the outside world?

To many, creative work means literary creation. To others it might mean material creation: in the library field, display work, or the building up and organizing of a library, a branch or a department. Then again it might imply the more intangible form of creation embodied in teaching; the nourishing, guiding and shaping of the mind and the spirit – and its disciples seek to find this in reference work and readers' adviser work.

This creative enterprise is eagerly to be welcomed. There is need to broadcast these aspects of our profession. We all know how many people – though happily the number is diminishing – still think of library work as wielding a date stamp, tearing off fines receipts and pasting in labels, with ample time in between for reading all the books in the library from cover to cover.

I remember how, when I was an earnest young assistant of a few years standing, I paid my first visit to the South African Public Library, and saw in the catalogue some cards in the hand-writing of Mr. Freer. It impressed my young mind in quite a peculiar way that my chief's work should be thus visibly and

permanently incorporated in the structure of the library which he had left. This illustrates in a simple way my conception of the creativeness of librarianship.

We ourselves are up to a point convinced of the organic, genetic nature of our work. A threefold purpose still lies before us: to sow the seeds of this idea among potential recruits to the profession; to do the same among potential users and beneficiaries of the library; and to nourish and expand our own potential creativeness.

We cannot all be display artists, readers' advisers, or organizers of branches, certainly not at the beginning of our careers. Nor indeed could the artists, advisers and organizers pursue their calling without the collaboration of a host of other workers – the order librarians, the cataloguers and classifiers, the counter assistants, the typistes. It is the first purpose of my presidential message to spotlight the creative nature of every job in the library.

Such an approach was especially desirable in earlier days, when staffs were small and everyone was required on occasion to put his shoulder to every wheel. The general trend nowadays is for the more obviously creative work to be apportioned to professional staff, and the so-called routine and mechanical tasks to be done by clerical or non-professional workers. But even young professional trainees may be called upon to do a certain amount of less inspirational work. The more they, and the clerical workers, approach such tasks in creative mood, the better they will be done and the happier the individual will be and the greater the prospects for those who aspire to graduate to the higher orders of creativeness.

The activities just referred to might be called indirectly creative. Enrolling a new

¹ Presidential address to the South African Library Association delivered at the Annual Conference at Cape Town on 22nd September, 1958.

member, handing a book over the counter, recording a new issue of a periodical, are all steps towards creating some readers' delight.

Then we come to the fundamental building up of the body and soul of the library, selecting and ordering the stock, cataloguing and classifying it to make it accessible.

The exhilaration of book selection needs no elaboration. The satisfaction of the librarian who contemplates shelves upon shelves of the world's most inspiring and entertaining literature and the records of all man's achievements, which he and his predecessors have welded into a whole, is readily understandable.

In the course of the years, however, I have noticed among young librarians a marked lack of enthusiasm for cataloguing and classification. They all want to "work with the public", or they want to select books. Yet cataloguing and classification are in their own way every bit as creative and permanent, and as enlightening to the performer, as other aspects of library work. A display prepared with great care and devotion lights a little week or two and then is gone — though its impressions, we hope, remain. A reader, satisfied today with a book we have produced for him, is gone tomorrow. But a subject heading judiciously chosen, or a class number assigned with perspicacity, will provide material for artists, strengthen the hand of advisers, and delight independent readers who like to hunt for their own material, for as long as the library exists.

A well-constructed catalogue, giving all possible information about the birth place, date and physical make-up and intellectual content of a single book, or about the works of a single author and their variant editions; which, by a dexterous pattern of references reveals to inquiring readers an unsuspected wealth of information about any topic in which they are interested, or by generous analytical entries puts others on the track of profound pronouncements hidden among the pages of voluminous symposia — such a catalogue is indeed a monumental creation to be proud of.

Modern extensions of these fundamental activities provide great scope for creative ingenuity; readers' advisory service, display work, reading lists (perhaps expanded into literary bulletins or magazines) talks delivered to groups of people or into the radio microphone. At first the more conservative librarians looked askance at these frills, contending that if the

library is well-stocked and well organized the readers will come of their own accord. Today, however, the necessity of moving with the times is generally recognized. With the increasing complexity of modern life, the greater need for knowledge and, indeed, for relaxing recreation as a foundation for a sane and balanced outlook and emotional stability in a bewildering world, the library has taken on a new importance. Nevertheless, its fundamental worth is in danger of being overshadowed by other forms of entertainment and instruction which, though more spectacular and more readily absorbed, cannot in the final reckoning replace books. It has become a challenge to the librarian not only to improve the quality of his services, but to make them more widely known. And he must do this by methods which will attract attention as much as the other inducements do. Here, surely, is a splendid opportunity for creative activities. But these activities must remain only an adjunct to the fundamental work of building up the library.

At the same time modern developments keep the cataloguer and classifier on the alert. Can the same results be obtained by speedier means? Can methods be modified to reveal the contents of the library even more minutely? Can cataloguing and classification be linked up more closely with bibliographical reference work to attain these ends?

Many seek and find satisfaction for their productive urge in organizing activities. Even a junior assistant may derive satisfaction from suggesting some improvement in the issue routine or from arranging browsing facilities and observing the appreciation of the public. Higher up the ladder he may release his energy designing a library which will be better than any library ever designed before, or devising new services, such as a recently instituted home delivery service for shut-ins, invalids and others unable to go to the library themselves.

I come lastly to creative work in the more conventional sense of producing a book or other written work. Here I shall distinguish between professional works and pure belles lettres.

Our whole body of professional literature is, of course, the product of the creative urge of fellow-librarians.

Through the ages, and more especially since the 19th century, librarians have wanted to write about their craft. We have the founders

of organized librarianship – scholar thinkers like Panizzi, Edward Edwards, Melvil Dewey, Brown of classification fame, and others. Then we have the textbook writers on whose work the whole framework of library organization in the English-speaking world rested for many years: James Duff Brown and his *Manual of library economy*; Sharp and his *Cataloguing*; Sayers and his *Manual of Classification*. These basic works have inspired imitators, commentators, critics, as well as descendants who have branched off independently with new ideas having their roots in critical appraisal of the old.

Side by side with the writers of textbooks and handbooks, there are the more philosophically and sociologically inclined authors, concerned not so much with the mechanics of librarianship as with its purpose. We find expounders of a philosophy of librarianship, compilers of sociological surveys, students of reader psychology.

One of the most significant forms of literary production in the field of librarianship, one that is largely, though not exclusively, the special province of our profession and of the book trade, is the bibliography.

There are those who deny the title of literary creation to bibliographical compilation and spurn it as an inferior form of intellectual activity. This reminds me of a conference some years ago when one of the speakers generated quite a lot of heat by declaring that no first class minds went in for librarianship. A verbal battle raged for a long time afterwards about first class and second class minds, the implication being that first class minds find other outlets for their talents. Generally speaking a scientist embarks on his career because he is fascinated by telescopes or test-tubes and the knowledge they reveal. Every young person with leanings towards literature, history or sociology sees himself as a future professor, top-ranking journalist or author.

But there are in the ranks of librarianship in our own country as well as abroad, a number of first class minds who have chosen to serve their intellectual sphere not by adding another small drop to an ocean of so-called original productions, but by charting the seas of existing creative works, by helping to ensure that their pearls should sparkle to the greatest advantage, making them more widely known, more widely used, by all the projections known to librarianship.

Bibliographical work, indeed, should appeal to the scientific mind. It is fact. It is exact. It entails a certain amount of research. The final product is within human limitation, finite. And it is an eminently useful tool.

So far librarians in this country have not shown a marked tendency to rush into print. We have on the whole been too busy pioneering, building the foundations. In this constructional work we have made quite astonishing progress in a short span of years, but it has left us little time to mould and shape our thoughts for the printing press.

There are, however, the gallant few who for over a quarter of a century have contributed papers for conferences and articles for our journal of high quality. Half a dozen handbooks and text books have appeared: the concise handbook on the school library written by a team of Cape librarians in the nineteen forties, followed by *Book Education* and other handbooks produced by the library service of the Transvaal Education Department. Mr. Abromowitz and the late Helen Barker compiled a handy little volume on library organization designed primarily for the needs of non-European librarians. Miss Mews's *Books are Tools* is a little classic for the increasing number of scientific and industrial organizations that are starting to build up libraries.

More substantial are the works of Mr. Friis and Dr. Coetzee's various works on the theory and practice of cataloguing.

One of our most productive colleagues has been Mr. Freer, who has left two very considerable footprints in our professional sands with his *Bibliography* notebook and his four volumes of the *Catalogue of Union Periodicals*.

I have mentioned writers on professional subjects and compilers of bibliographies. A type of literary pursuit to which some of our leading librarians are turning more and more is compilation and editing of historical source material. His contact with old books, pamphlets, newspapers and manuscripts and his familiarity with methods of research and bibliographical procedure fit the librarian in a special way for such enterprises. Moreover, by the very nature of his calling the librarian is a reader. It is axiomatic that extensive reading increases powers of self-expression. Therefore, the best reader is the best writer and the librarian *per se* becomes potentially a creative writer.

Africana notes and news, emanating from the Johannesburg Public Library, and the *Quarterly Bulletin of the South African Library* both contain regular and eminent contributions by Mr. Kennedy, Miss Anna Smith, Mr. Varley, Mr. Lewin Robinson and other librarians. At the time of the Johannesburg festival in 1956 Miss Smith edited a fine pictorial history of the city. About the same time Mr. Immelman produced his comprehensive *Men of Good Hope*, a history of the Cape Chamber of Commerce. Mr. Kennedy is at present engaged in editing for publication the Journal of Thomas Baines and Dr. van der Riet's edition of the diary of Henry Hare Dugmore: *The Reminiscences of an Albany settler*, has just come off the press.

Who shall say that such work is less worthy, less creative in its own way, than a poem, a novel, a short story?

Finally, there appears in the annals of librarianship a small band of creators of original literary works. Within our own boundaries there spring to mind Thomas Pringle, journalist, newspaper editor and author of the well-known *Afar in the Desert and other poems*, who was for some years during the first half of the last century librarian of the South African Public Library; and the outstanding Afrikaans poet, Jan Celliers, who directed the State Library during the closing years of the century.¹

Perhaps the most outstanding example of the creative librarian in the English-speaking world has been Dr. Esdaile, so long known to us as the Keeper of the Printed Books at the British Museum. He combined his administration of this enormous organization with the writing of a considerable number of bibliographical works, the best known of which is, of course, his *Manual of Bibliography*. He was, in addition, an essayist and critic of repute, and a poet of no mean ability. Many of his writings have been collected in *Autolycus' pack and other light wares, being essays, addresses and verses* and his small volume of poems, *Wise men from the West*, contains some delightful poetic gems.

I cannot attempt to mention all librarians abroad who fall into this category. I should, however, like to refer to a young English librarian who last year wrote a best-selling novel.

I have not read the novel, nor do I know anything about the author, John Braine, District Librarian at Darton, in the West Riding County Library service. But I read with interest a short note on Mr. Braine in the Library Association's *Newsheet* for April 1957.

"He left librarianship for a spell a few years ago. Asked why, in a special interview for *Liaison*, Mr. Braine said 'I left librarianship not because I didn't like it but because I wanted to try my hand at full-time writing before it was too late. I tried it and failed, was ill for a long time, and returned to librarianship because I was tired of being an Outsider'. He thinks that novelists should be Insiders, living quiet and respectable lives, bound by routine. 'They live longer this way, and achieve more'. Mr. Braine, incidentally, has denied - to the press - that his book is autobiographical. This ties up with the statement about a quiet and respectable life.

Asked for his views about librarianship, Mr. Braine said: 'I'm a qualified librarian, find my job interesting, and think it important. I believe that it's in places like Darton where the most useful work is done in librarianship. In a sense the big city doesn't need a library as badly as a small town or village does. Cliché this may be, but a public library in the small town or village is genuinely an outpost of culture. That's old-fashioned but I'll stick to it. My branch - and a thousand like it up and down the country - is a place dedicated to the proposition that people have other needs beside material ones, that Man is, to quote Auden, a spirit.

What's wrong with librarianship? 'Simply this', says Mr. Braine 'not enough librarians read. Too many librarians in high places are administrators first and bookmen a long way after'."

Under pressure of modern large-scale organizations and high-speed developments, we often need to summon all our instincts of self-preservation to prevent the administrator from throttling the bookman.

We shall hear something in the course of our Conference about research into library problems. One of these is surely that of organizing our institutions in such a way that we shall all have time to be bookmen as well as administrators, for only by being bookmen can we make our work truly creative.

¹ In this respect we should not forget Peter Blum, one of the younger members of our profession, who is a distinguished Afrikaans poet. - Ed.

OPLEIDING VAN BIBLIOTEKARISSE IN SUID-AFRIKA

deur

H. C. VAN ROOY

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(Voorgedra tydens die konferensie van die Suid-Afrikaanse Biblioteekvereniging gehou te Kaapstad, 22-25 September 1958)

DIT IS SLEGS 25 jaar gelede dat die eerste kursusse vir die opleiding van bibliotekaris in Suid-Afrika deur die S.A. Biblioteekvereniging ingestel is. In 'n ongepubliseerde verhandeling sê Ruth Wertheimer¹: „Prior to 1930 . . . systematized, organised qualifications were something to be obtained outside South Africa, and with . . . (one) exception . . . they were British qualifications. Based on a combination of fulltime, home study, correspondence tutoring with here and there voluntary assistance from colleagues who had been through the course, the grand culmination was a series of examinations set and marked in a country six thousand miles away.”

Die begin van georganiseerde biblioteekontwikkeling in Suid-Afrika, sien ek in die jaar 1928, toe die Carnegie-Korporasie van New York twee bibliotekaris, mnr. S.A. Pitt, staatsbibliotekaris van Glasgow, Skotland, en Milton J. Ferguson, stadsbibliotekaris van Kalifornië, uitgestuur het om 'n oorsig te kry van biblioteektoestande en om 'n plan op te stel vir biblioteekontwikkeling in Suid-Afrika. Een van die groot leemtes waarop hulle in hulle verslag² die aandag vestig, is die gebrek aan opgeleide bibliotekaris en die afwesigheid van fasiliteite in S.A. vir die opleiding van biblioteekpersoneel. Ferguson druk dit soos volg uit:

It should be emphasized that while leaders may come from overseas, and while selected individuals may seek overseas library schools, South Africa herself must train the large body

of assistants and aids. No university in the country is at present properly equipped with books and library staff to undertake this kind of instruction to the best advantage. There is no reason, however, why at a very early date short courses during summer schools might not be offered. And one of the colleges favorably situated should be encouraged to prepare a program leading to a library school suited to the needs of the country.”³

Hierdie besoek loop uit op die belangrike Suid-Afrikaanse Biblioteekkonferensie wat van 15-17 November 1928 te Bloemfontein gehou word en waar sterk aanbeveel word die stigting van 'n biblioteekvereniging, „wat die ontwikkeling van biblioteekgeriewe in die Unie en die bevordering van beroepsopleiding vir biblioteekdiens ten doel het.” Die Konferensie dring dan ook by die voorgenome biblioteekvereniging daarop aan om spoedige stappe te doen om voorsiening te maak vir die vakopleiding van bibliotekaris in Suid-Afrika⁴.

Hierop volg die stigting van die Suid-Afrikaanse Biblioteekvereniging in 1930 en in 1933 die instelling van kursusse vir die opleiding van biblioteekpersoneel.

Die opvolging van Ferguson se wenk t.o.v. universiteitsvoorsiening van opleidingsfasiliteite het ook nie lank uitgeby nie. In 1936 en 1937 sit P.C. Coetzee, bibliotekaris van die Universiteit Pretoria, sy idees i.v.m. opleiding van bibliotekaris in artikels in *Suid-Afrikaanse Biblioteke* uiteen, en lê hy ook 'n memorandum

¹ Wertheimer, Ruth Jacobs. *Patterns in the education of librarians in South Africa*. Cape Town, 1958. p. 11.

² Pitt, S.A. *Memorandum: libraries in the Union of South Africa, Rhodesia and Kenya Colony*. New York, 1929.

³ Ferguson, M. J. *Memorandum: libraries in the Union of South Africa, Rhodesia and Kenya Colony*. New York, 1929. p. 25.

⁴ Verslag van Suid-Afrikaanse Biblioteekkonferensie gehou te Bloemfontein op 15-17 November, 1928. p. 12.

voor aan die Suid-Afrikaanse Biblioteekvereniging. Ongelukkig was die Vereniging op hierdie vroeë stadium nog nie ryp vir opleiding deur universiteite nie en 'n gulde geleentheid vir die koördinasie van biblioteekopleiding in Suid-Afrika het onbenut verbygegaan toe die Administratiewe Raad in 1938 soos volg besluit „that the Administrative Council declines to recognize any South African Courses in, or School of Librarianship, over which the Association does not exercise full control, unless such School, or courses, be initiated at the request of the Council”¹.

In 1938 het die Universiteit van Pretoria met sy kursusse begin, aanvanklik bedoel vir die opleiding van sy eie biblioteekpersoneel.

Ook in die Suide was sake aan die roer. As oplossing vir die gebrek aan opgeleide personeel vir sy biblioteek het die Universiteit van Kaapstad reeds verskeie jare oorweging geskenk aan opleiding, en na die terugkeer van R.F.M. Immelman uit die V. S. A., gaan die Universiteit in 1939 oor tot die instelling van sy Sertifikaat in Biblioteekwese, wat later, by instelling van 'n laer sertifikaat, verander word in die huidige Hoër Sertifikaat. Ook hierdie kursus is aanvanklik beskou as opposisie vir die Vereniging se kursusse, dog na onderhandeling word die kursusse gelyk geskakel met ooreenstemmende kursusse van die Vereniging.

Vir enkele jare kon die bogenoemde liggame in die behoefte aan opgeleide bibliotekarisse voorsien. Die fenominale na-oorlogse ontwikkelinge op die gebied van die openbare biblioteekwese, wat veral tot ontplooiing kom in die provinsiale biblioteekdienste, en ook die snelle uitbreiding van universiteits-, staatsdepartementele en ander spesiale en vakbiblioteke het in die vyftiger jare so 'n geweldige aanvraag na opgeleide personeel geskep, dat die bestaande opleidingsfasiliteite verreweg nie daarin kon voorsien nie, met die gevolg dat verdere biblioteekuitbreiding ernstig vertraag en basiese dienste lam gelê is weens personeeltekort. Geen wonder dan ook dat verskeie ander universiteite in die vyftiger jare hulle taak t.o.v. opleiding van bibliotekarisse begin besef het nie en snel op mekaar volg die instelling van biblioteekkursusse deur die Universiteit van Suid-Afrika (1955), die Potchefstroomse Uni-

versiteit (1956) en die Universiteit van Stellenbosch en van Witwatersrand (1958).

Met ses universiteit wat tans opleiding in die Biblioteekkunde bied het ons myns insiens die stadium bereik waar die opleiding van bibliotekarisse, net soos in die geval van aptekers en rekenmeesters, geleidelik oorgaan in die hande van die universiteit.

Almal wat belang het by die toekomstige biblioteekontwikkeling in ons land, besef hoe belangrik die saak van die opleiding van die toekomstige bibliotekarisse is, en sal dit op prys stel dat die Suid-Afrikaanse Biblioteekvereniging op hierdie tydstip hom rekenskap wil gee van die rigting wat ons inslaan of moet inslaan. Soos by alle denkende mense, is daar by ons verskil van opinie oor verskeie aspekte van die saak, b.v. oor die wenslikheid van die staking van die Vereniging se kursusse, oor die vraagstuk of opleiding by wyse van korrespondensie of slegs aan residensiële universiteite moet geskied, oor die inhoud, indeling en moontlik die peil, ook oor die saak van akkreditering van die verskillende kursusse en oor die verhouding tussen die betrokke universiteite en die Suid-Afrikaanse Biblioteekvereniging. Ek beskou dit as 'n kritieke stadium in die ontwikkeling van biblioteekopleiding in ons land en wil daarom 'n ernstige beroep op alle kollegas doen om die saak te benader in 'n gees van onderlinge vertroue en welwillendheid en met die wil om 'n oplossing te soek en te vind vir ons probleme.

Alvorens ons oorgaan tot 'n bespreking van die verskillende kursusse, is dit nodig dat ons probeer vasstel *waarvoor* ons mense oplei en *waaruit* die opleiding moet bestaan. En hier raak ek eintlik die kern-probleem aan waaroor daar wêreldwyd, ook in Suid-Afrika entussen ons wat hier vergader is, groot verskil van opinie bestaan. Dis 'n probleem waaroor daar veel gedink, gepraat en geskryf word. Tog meen ek dat ons almal met prof. De Vleeschauwer kan saamstem as hy sê: „full library training demands the inclusion of linguistic, bibliographical, cultural, professional-technical and professional-scientific sections”². Die verskil van opvatting is geleë in die beklemtoning van die een of die ander van die komponente na aanleiding van ons siening van die wese en aard van die biblioteek en die biblioteekwese. Daar is tussen ons hoofsaaklik drie rigtings wat bepaal word deur die nadruk op die tegniese,

¹ Extracts from minutes of proceedings of the Administrative Council, July-August 1938. S.A. Biblioteke 6 : 92, 1938.

² Mousaion, nr. 12, p. 56.

die professionele en die akademies-wetenskaplike aspekte, wat gewoonlik herlei word tot Britse, Amerikaanse en Europees-vastelandse beïnvloeding.

Terwille van die aard van my opdrag en die tyd tot my beskikking weerhou ek my van verdere bespreking hiervan. Vir ons doel hier, meen ek, is dit noodsaaklik en voldoende dat ons ons oog rig op die eise wat die praktiese biblioteekwêreld vandag en vir die eersvolgende aantal jare t.o.v. biblioteekwerkers of bibliotekarisse stel. En daarmee gee ek natuurlik al dadelik toe dat, namate die omstandighede en vereistes verander, daar ook 'n wysiging in die aard en inhoud van ons stelsel van opvoeding van bibliotekarisse moet intree.

U is almal bekend met die verlammeende tekort aan opgeleide personeel op elke terrein van die biblioteekdiens. Noodgedwonge moet dikwels van onopgeleide persone gebruik gemaak word om gevorderde tegniese-professionele werk te doen. In hoeveel gevalle word persone, wat deur voltooiing van hulle universiteitsopleiding slegs toegerus behoort te wees met die kennis en vermoë om onder leiding in die praktyk tot bruikbare bibliotekarisse te ontwikkel, direk benoem as hoofde van biblioteke of van katalogiseer-, uitleen- of naslaanafdelings. Ek laat dit aan u verbeelding oor om te besluit hoe mnr. Perry se akademies-histories geskoolde bibliotekarisse¹ met slegs 'n kort inleiding tot verskillende klassifikasiestelsels en katalogiseringkodes op hulle kennis van die geskiedenis van die wetenskap en die klassifikasie daarvan, van biblioteke en bibliotekarisse van die Ou Wêreld en die Middeleeue en van ou manuskripte, gaan terugval om hulp en leiding as hulle pas na ontvangs van hulle graad B.A.- of B.Sc.-Biblioteekkunde benoem word as Streeksbibliotekaris of as eerste opgeleide bibliotekaris van 'n openbare biblioteek.

Ons Behoeftes

Op grond van skriftelike mededeling ontvang van alle hoofde van departemente vir Biblioteekkunde aan ons universiteite, wat ek sover moontlik aangevul het met mondelinge onderhoude, en met die oog op die behoeftes van ons land op die huidige stadium van biblioteekontwikkeling, wil ek ons behoeftes aan opgeleide personeel soos volg omlin:

¹ Perry, J. W. *Second thoughts on the education of librarians*. S.A. Biblioteke, 26. pp. 24-27.

1. *Laer professionele personeel*, d.w.s. persone wat laer professionele dienste in groter biblioteke kan verrig of wat selfs as bibliotekarisse van die honderde kleiner plattelandse biblioteke kan dien. Hulle opleiding behoort te bestaan uit minstens twee jaar voltydse studie, waarvan een jaar akademies en die ander professioneel van aard moet wees of waarin die akademiese en professionele studie gesamentlik oor die twee jaar versprei word. Hulle moet oor die basiese professioneel-tegniese kennis, ongeveer op die peil van die huidige Intermediêre Sertifikaat van die Suid-Afrikaanse Biblioteekvereniging, beskik.

Verskeie universiteite maak voorsiening vir hierdie graad van opleiding deur hulle laer diplomas in biblioteekkunde.

2. *Personeel wat 'n hoër graad akademiese en professionele vorming ontvang het gedurende 'n drie- tot vierjarige voltydse studie*. Die indeling kan verskeie vorme aanneem: Die eerste drie jaar kan aan die verwerwing van 'n baccalaureusgraad bestee word en die vierde aan die professionele studie vir 'n diploma in biblioteekkunde, of die akademiese en professionele studie kan oor drie of vier jaar versprei word vir die werwing van 'n baccalaureusgraad met Biblioteekkunde as hoofvak of 'n baccalaureusgraad en diploma wat na vier jaar toegeken word. In elke geval moet sorg gedra word dat kandidate 'n basiese dog sover moontlik afgeronde professioneel-tegniese opleiding ontvang ongeveer op die peil van die Finale Sertifikaat van die Suid-Afrikaanse Biblioteekvereniging.

Vir baie jare sal persone met hierdie graad van opleiding die grootste bron wees vir die voorsiening in die behoeftes van alle tipes biblioteke t.o.v. professionele personeel, hoofde van departemente en van biblioteke, en dit is nodig dat ons ons daarop toelê om soveel moontlik van hierdie persone op te lei.

3. *Persone met gespesialiseerde opleiding*. Die vinnige ontwikkeling van spesiale of vakbiblioteke plaas ons voor die probleem van voorsiening in hulle behoeftes. Met 'n enkele uitsondering is ons universiteite nie ten gunste van 'n opleiding wat vanuit die staanspoor gemik is op die produksie van universiteitsbibliotekarisse, openbare bibliotekarisse en spesiale bibliotekarisse nie. Die heersende opvatting is dat daar 'n algemene ondergrond

van vakkennis bestaan, wat elke bibliotekaris moet beheers voordat hy gaan spesialiseer en wat hom in staat behoort te stel om die algemene prinsipes aan te pas aan spesiale omstandighede. Spesialisasie, of dit betrekking het op tipes biblioteke of op aspekte van biblioteekwerk, behoort tot sy reg te kom in gevorderde of nagraadse studie waarin voorsien kan word deur *honours- en magister-grade* in die Biblioteekkunde.

4. *Hoofde van biblioteke en biblioteekdienste.* Hoewel ons onder heersende omstandighede nog vir baie jare daarop aangewys sal wees om hoofbibliotekaris te betrek uit die persone wat, soos onder 2 hierbo geskets, toegerus is met akademiese en basiese biblioteekkundige kennis met byvoeging van die nodige ervaringsagtergrond en noodsaaklike persoonlikheidshoedanighede, is dit wenslik dat nou reeds fasiliteite geskep word vir die vorming van leiers deur die instelling van gevorderde, d.w.s. magister- en doktorsgraadkursusse in biblioteekkunde. Ons universiteite is dit tewens aan ons verskuldig dat daar voorsiening gemaak word vir biblioteekkundige navorsing.

Ek behandel vervolgens kortliks die verskillende kursusse in kronologiese volgorde volgens hulle ontstaan.

1. *Opleiding deur die Suid-Afrikaanse Biblioteekvereniging*¹

Geskoei op die lees van die Library Association se eksamens, stel die Suid-Afrikaanse Biblioteekvereniging in 1933 opleidingskursusse vir sy lede in. Die Vereniging bied opleiding deur middel van korrespondensie en eksamineer kandidate vir die volgende eksamens:

(a) *Die Elementêre eksamen*, met 'n matrikulasie of matrikulasievrystellingsertifikaat as toelatingsvereiste. Die leergang sluit die volgende vakke in:

- (i) Boekevoorraad – Algemeen, wat inhoud 'n studie van die gebruik van die basiese naslaanwerke (volgens Morris se *Naslaanwerke vir die Openbare Biblioteek*) en kennis van die klassieke wêreldliteratuur en vakliteratuur. Van kandidate word verwag om bekend te wees met die outeur, titel of vertaalde titel, tydperk, onderwerp, taal en vorm van werke, en as leidraad word die name genoem van

123 outeurs (Een vraestel van 3 uur).

- (ii) (a) Boekevoorraad – Afrikaanse letterkunde, wat dieselfde tipe kennis vereis van 36 outeurs, sowel as 'n oorsigtelike kennis van die belangrikste Afrikaanse vakliteratuur. (Een vraestel van 1½ uur).

- (ii) (b) Boekevoorraad – Engelse letterkunde (47 outeurs word vermeld) (Een vraestel van 1½ uur).

In die plek van (ii) (a) of (ii) (b) kan nieblankes die letterkunde van 'n goedgekeurde bantoetaal kies.

- (iii) (a) Biblioteekadministrasie, 'n inleidende of elementêr-oorsigtelike kursus (Een vraestel van 1½ uur).

- (b) 'n Inleiding tot katalogisering en klassifikasie (Een vraestel van 1½ uur).

Hierdie kursus, wat die jong matrikulant 'n inleiding tot, of voorbereiding vir sy professionele studie behoort te bied, is seker die onbevredigendste van al drie. My grootste beswaar daarteen is die oorbeklemtoning van die boekevoorraad teenoor professioneel-tegniese aspekte van biblioteekwerk, en die onpedagogiese benadering van die saak. Van kandidate word verwag om in die eksamen ses uur lank te swoeg aan uit-die-kop-geleerde name van minstens 206 outeurs se werke teenoor 'n totaal van drie uur vir die toetsing van hulle kennis van biblioteekadministrasie, katalogisering en klassifikasie. Dis hoog tyd dat ons ernstig oorweeg in hoeverre hierdie benadering verantwoordelik is vir die beskuldiging dat ons biblioteekrobots kweek.

My beskouing is dat die noodsaaklike literêre kennis, sover dit die teoretiese verwerwing betref, opgedoen behoort te word deur verpligte akademiese eerstejaarskursusse, terwyl die professionele inleiding by die Intermediêre Sertifikaat bygevoeg behoort te word, m.a.w. die Elementêre Sertifikaat behoort afgeskaf te word.

(b) *Die Intermediêre Eksamen*, met as toelatingsvereiste 'n Elementêre Sertifikaat of 'n baccalaureusgraad, sluit die volgende in:

- (i) Boekevoorraad, wat insluit boekkeuring, algemene naslaanwerke en uitleenvoorraad. (Een vraestel van 3 uur)

- (ii) 'n Omvattende kursus in Biblioteekadministrasie met nadruk op die tegniese aspekte. (Een vraestel van 3 uur)

- (iii) Klassifikasie: 'n intensiewe studie van die desimale klassifikasiestelsel van Dewey of van die stelsel van die Library of Congress sonder enige teoretiese of historiese grond-

¹ Inligting verkry uit South African Library Association. *Regulations and Syllabus for the certificates and diploma*, January 1958.

slag en met slegs 'n praktiese eksamenvraestel van drie uur lank.

- (iv) Katalogisering: 'n intensiewe uitsluitlik praktiese studie van titelbeskrywing volgens die s.g. *Joint Code* en van saakkatalografie volgens Sears se *List of Subject Headings*. (Een praktiese vraestel van 3 uur).

Die intermediêre opleiding wat bedoel is om die basiese professioneel-tegniese vorming te bied met die oog op die voorsiening van bibliotekaris vir kleiner biblioteke en van senior professionele assistente of assistent-bibliotekaris vir groter biblioteke¹, gaan ook mank aan ernstige gebreke, bv. die oorbeklemtoning aan die tegniese en die afwesigheid van die wetenskaplik-prinsipiële en die historiese aspekte van die biblioteekkunde.

(c) *Die Finale Eksamen*, waartoe persone toegelaat word, wat in besit is van die Intermediêre Sertifikaat en 'n baccalaureusgraad. Die leergang is soos volg:

- (i) Boekevoorraad: een van die volgende: Engelse letterkunde, Afrikaans-Nederlandse letterkunde, die literatuur van die natuurwetenskappe of die geneeskunde, of die toegepaste wetenskappe of veeartsenykunde of die skone kunste of ekonomie, africana, boeke vir kinders en jeugdige (Een vraestel van 3 uur).
- (ii) (a) Biblioteekadministrasie - Algemeen (Een vraestel van 3 uur).
(b) Biblioteekadministrasie - Openbare Biblioteke of Universiteits- en Spesiale Biblioteke of Skool- en kinderbiblioteke. (Een vraestel van 3 uur).
(In die plek van (ii) (b) kan kandidaat 'n tweede boekevoorraadkursus kies).
- (iii) Algemene Bibliografie en moderne Boekvervaardiging (Een vraestel van 3 uur).
- (iv) Katalogisering en klassifikasie (Een vraestel van 3 uur)

In hierdie kursus word die teoretiese kennis bygebring wat by die Intermediêre Eksamen ontbreek. Dit vereis verder kennis van verskillende klassifikasiestelsels en katalogiseringskodes, van saakkatalografie selektiewe, koöperatiewe en gesentraliseerde katalogisering, die katalogisering en klassifikasie van spesiale materiaal, kosteberekening, e.s.m.

¹ Kennedy, R. F. *Reflections on the history of education for librarianship in South Africa. S.A. Biblioteke* 22, pp. 52-59.

Die Finale Sertifikaat, wat die finale afronding is van die professionele produk, bied geleentheid vir spesialisasie t.o.v. die kennis van die administrasie en die inhoud van verskillende tipes biblioteke en is die mees bevredigende van die drie kursusse, hoewel ook nog hier die historiese aspekte van die vak, sowel as 'n inleiding in die wetenskapsleer gemis word.

'n Kandidaat wat in besit is van die Finale Sertifikaat en wat aan die vereistes i.v.m. kennis van twee vreemde tale voldoen, en wat bewys lewer dat hy minstens drie jaar ervaring het, soos in die regulasies voorgeskryf, kan aansoek doen om toekenning van die Diploma, wat aan hom die status van *socius* of „fellow” van die S.A. Biblioteekvereniging verleen.

Die Vereniging maak ook nog voorsiening vir 'n *Honneurs-Diploma*, wat verwerf kan word deur kandidaat wat in besit is van 'n Diploma, by inlewering van 'n goedgekeurde verhandeling.

Volledigheidshalwe moet ook melding gemaak word van die *Preliminêre Eksamen* vir nie-blankes, ingestel met die oog op die huidige ontwikkelingspeil en besondere behoeftes van hierdie deel van ons bevolking.

Die Suid-Afrikaanse Biblioteekvereniging het met die instelling van sy kursusse baanbrekerswerk verrig op die terrein van die biblioteekopleiding in Suid-Afrika, en alle dank en eer kom die pioniers en hulle opvolgers toe vir hulle onbaatsugtige werk i.v.m. dosering en eksaminering wat onder moeilike omstandighede eers gratis en later teen 'n geringe vergoeding gedoen is. Terwyl ons egter die stadium bereik het waar reeds ses universiteite fasiliteite bied vir die opleiding van bibliotekarisse, is dit nodig dat die saak van die afskaffing van opleiding en eksaminering deur die Vereniging ons ernstige aandag geniet, soos na aanleiding van 'n beskrywingspunt op hierdie konferensie sal geskied.

Indien die Vereniging egter besluit om met sy opleiding voort te gaan, is die tyd werklik ryp vir 'n grondige hersiening van ons benadering van die saak, van die hele struktuur van ons stelsel, van die leerplanne en van ons doseringsmetode.

2. Opleiding van bibliotekarisse aan universiteite (a) Universiteit van Pretoria²

Die Universiteit stel hom ten doel om (i) biblioteekkundiges te vorm wat waardige beroeps-

² Gegewens verstrek deur dr. P. C. Coetzee, hoof van die Departement Biblioteekkunde, en aangevul uit jongste Jaarboek van die Universiteit.

mense sal wees, en (ii) om die Biblioteekkunde as wetenskap te beoefen deur gevorderde selfstandige navorsing aan te moedig.

Hierdie doelstelling bepaal die aard van die kursus. Dit is in die eerste plek akademies: die Biblioteekkunde moet soos alle universiteitsvakke op 'n wetenskaplike voet beoefen en gedoseer word, en, wat sy metodiek betref, daarop gerig wees om die student te bring tot 'n probleem-besef, hom te leer om selfstandig gegewens in te samel en deur eie dinkwerk tot oplossings te kom of die geldigheid van bestaande oplossing te aanvaar of te verwerp. Die „hoekom” is in universiteitsopleiding belangriker as die „hoegemaak” („the know-why is more important than the know-how”).

Om hierdie rede word groot klem gelê op die historiese probleemgebied. Hier kry die student 'n inleiding in die geesteswetenskaplike arbeidstegniek aan die hand van die verhaal van die oorsprong en die ontwikkeling van die biblioteek, en besondere aandag word gegee aan die ontwikkeling en die struktuur van die wetenskapsbedryf, aan leserkunde as studie van die lektuurbehoefes en leesgewoontes van die mens en van die boek as middel vir ontspanning en selfopvoeding.

By die onderrig van die tegniek word die tegniese middele behandel as oplossings wat gevind is vir sekere probleemsituasies. Die praktika self word ook as middel gesien vir denkoefening en van dissipline tot noukeurigheid, saaklikheid en netheid en nie bloot as 'n afrigting in sekere vaardighede nie.

Die Universiteit bied opleiding vir die volgende kursusse:

- (i) *Biblioteekkunde I* as integrale deel van 'n gewone B.A.-leergang, hoofsaaklik bedoel vir studente wat hulle vir die onderwys voorberei.
- (ii) *Laer Diploma in Biblioteekkunde*, wat soos volg verwerf kan word:
 - (1) *Voorgraads*, met 'n goedgekeurde skoolleerdersertifikaat as toelatingsvereiste, twee jaar as minimum studietyd en die volgende voorgeskrewe leergang: Biblioteekkunde I en II, twee kursusse in 'n taalvak en in 'n geesteswetenskap, Duits I en Frans I en nog 'n eenjarige vak.
 - (2) *Nagraads*, deur persone wat reeds 'n baccalaureusgraad besit en wat minstens een jaar moet wy aan die kursus

bestaande uit Biblioteekkunde I en II en Frans I of Duits I as dit nie reeds in die graadkursus geneem is nie.

- (3) *Gelyktydig met 'n eerste baccalaureusgraad*, wat verwerf kan word deur persone met matrikulasievrystelling na 'n vierjarige studie, waarin Frans I en Duits I verpligte vakke is en Biblioteekkunde I en II nie-vir-graaddoeleindes- nie geneem moet word.
- (iii) *Die graad B.A.-Biblioteekkunde*, met matrikulasievrystelling as toelatingsvereiste en wat oor drie jaar strek met Biblioteekkunde I, II en III as verpligte hoofvak.
- (iv) *Diploma in Biblioteekkunde*, wat een jaar studie vereis na 'n baccalaureusgraad, wat Biblioteekkunde I, II en III as voorgeskrewe leergang het en met Frans I en Duits I as verpligte vakke.
- (v) *Honneurs B.A.-Biblioteekkunde*, met as toelatingsvereiste 'n B.A.-Biblioteekkunde, of Diploma of Laer Diploma of 'n baccalaureusgraad. Die vereiste studietyd varieer van 1 tot 2½ jaar na gelang van kwalifikasie by toelating en so ook die leergang. Kandidate moet in totaal egter kursusse I tot IV in Biblioteekkunde voltooi.
- (vi) *M.A.-Biblioteekkunde*, wat deur kandidate met 'n Hons.-B.A.-Biblioteekkunde verwerf kan word by inlewering van 'n verhandeling oor 'n goedgekeurde onderwerp.
- (vii) *D. Phil.-Biblioteekkunde*, wat na twee jaar behaal kan word deur kandidate met 'n M.A.-Biblioteekkunde en na aflegging van 'n doktorsale eksamen in drie spesiale vakke gekies uit die studieveld van die biblioteekkunde of 'n aanverwante wetenskap en by inlewering van 'n goedgekeurde proefskrif oor 'n goedgekeurde onderwerp uit die Biblioteekkunde.

Daar is ongelukkig geen volledig-uitgewerkte leerplanne vir die verskillende kursusse in Biblioteekkunde beskikbaar nie. In die jongste Jaarboek van die Universiteit vind u slegs die omtreкке waarbinne met verloop van tyd die leerstof deur verskillende dosente onder leiding en toesig van die departementshoof uitgewerk is.

Vir die behartiging van die werk bestaan daar 'n volwaardige akademiese departement, wat ressorteer onder die Fakulteit van Lettere en Wysbegeerte, die hoof waarvan lid is van die

Fakulteit en van die Universiteitsenaat. Wat personeelvoorsiening betref, tree die Universiteitsbibliotekaris ook op as hoof van die Departement Biblioteekkunde met die rang van senior lektor, en hy behartig die doseerwerk met behulp van deeltjyds-tydelike dosente. Ek verneem egter dat die Universiteit besluit het om vanaf 1959 'n voltjyds senior lektor in Biblioteekkunde te benoem, wat ook as departements-hoof sal optree.

b) *Universiteit van Kaapstad*¹

By die vormgewing aan hierdie kursusse was dit onvermydelik dat die invloed wat R. F. M. Immelman tydens sy pas afgelegde studie in die V.S.A. ondergaan het, hier hulle deurwerking sou hê. Dit blyk duidelik uit die beklemtoning van die professionele aspekte sowel as van die professionele status van die bibliotekaris. Immelman stel dit soos volg²:

"... There can be little improvement in the professional status of the librarian, until the educational requirements of candidates to the profession are raised ... The question naturally arises: What precisely is the librarian-in-training being educated for? ... If librarianship is to make good its claims to professional status, it must be built on a liberal education.

Lack of a professional philosophy hampers the library profession. Librarianship will obtain recognition equal to that of the older professions of law, medicine, etc. only as and when librarians have developed a comparable body of guiding principles ...

The status of any profession depends largely on the high standard imposed for admission to its ranks. The status of libraries in the community and of the library profession generally can be improved by the better professional and academic preparation of librarians. It is to meet this need that the University of Cape Town Course in Librarianship was instituted, in the conviction that it had a contribution to make towards building

up a library profession in South Africa, which would be a *profession* in every sense of the word."

Hierdie uitgangspunt bepaal vir Immelman die aard en inhoud van die opleiding. In dieselfde artikel druk hy dit soos volg uit:

"There is a difference, to be sure, between library training, which mainly involves routines and manipulation, while library education is concerned with problems, human situations, the thought process in connection with such manipulations. A library school is principally concerned with the second factor, that is, with education for librarianship, stress is laid on the underlying principles, the objectives to be striven for: material is studied on a comparative basis and the most progressive, as well as the most comprehensive conception of librarianship is emphasized. The aim is to train library assistants who are intelligent enthusiasts in the library cause, who can interpret the library to the layman, who can assist in building up an informed body of public opinion in South Africa favourable to libraries, men and women who can become civic leaders, who can help to make the library an active cultural, social, and educational force in its particular community.

In any consideration of education for librarianship, one must bear in mind that library work involves clerical service, and administrative functions. When one speaks of training library workers the question naturally arises: for which particular aspect of library service are they being trained? This Course in Librarianship is certainly not designed to train technicians only, but rather to cultivate a broad professional outlook in its students. The instruction is related to the needs of libraries to-day: the functions of libraries must be interpreted to its students and the teaching seeks to cultivate a critical attitude. The training is designed for the professional, not merely for the sub-professional grades ... The curriculum is not intended to give students a training in the procedures of individual libraries, but to enable them to obtain a sound foundation and the necessary equipment to understand library procedures, which should enable them to adapt themselves to work in any type of library and to any particular post on a library staff."

¹ Tensy anders vermeld, is inligting verkry uit die jongste prospektus, *Biblioteekwese as beroep*, 1958 en *Regulations and curriculum*, 1958, van die Biblioteekskool, uit skriftelike mededeling van mev. Ruth Jacobs Wertheimer, sowel as uit haar ongepubliseerde verhandeling *Patterns in the education of librarians in South Africa*, 1958.

² Immelman, R. F. M. *The University of Cape Town scheme of education for librarianship*. S. A. Biblioteke 8, pp. 151-6, 1941.

Die Universiteit lei tans studente op in die volgende twee kursusse:

- (i) *Die Sertifikaat in Biblioteekkunde*, 'n eenjarige, elementêr-professionele kursus, waartoe gematrikuleerde persone toegelaat word as voorbereiding vir junior professionele betrekkings in groot biblioteke en bibliotekaris van kleiner biblioteke.

Die leergang bestaan uit die volgende kursusse: Biblioteekpraktyk, Boekevoorraad en Hulp aan Lesers, Boekproduksie, Algemene Letterkunde (sedert die Renaissance) en Praktiese Katalogisering en Klassifikasie.

Die Sertifikaat verleen vrystelling van die Elementêre Sertifikaat en Boekevoorraad vir die Intermediêre Sertifikaat van die S.A. Biblioteekvereniging. Hoewel dit meer bevredig as die Elementêre Sertifikaat, wil ek ook hier die vraag opper of ons vandag nog behoefte aan die tipe personeel het en die wenslikheid uitspreek dat oorweging geskenk word aan die verheffing daarvan tot 'n tweejarige kursus, wat akademiese vakke en professionele opleiding op intermediêre peil omvat.

- (ii) *Die Hoër Sertifikaat in Biblioteekkunde*, 'n eenjarige nagraadse studie, waarin Immelman aan sy ideale vorm gee. Dit sluit die volgende vakke in: Grondslae van Biblioteekkunde, Biblioteekadministrasie en -organisasie, Boekkeuring en Naslaanwerk, Bibliografie, en Katalogisering en Klassifikasie.

Hierdie kursus, wat gelyk geskakel is met die hoogste eksamens van die S.A. Biblioteekvereniging, bied aan studente met die vereiste akademiese agtergrond, 'n basiese professionele vorming met die nodige aandag aan die tegniese en roetine-aspekte van biblioteekwerk. Dis van besondere belang aangesien dit as voorbeeld gedien het vir die latere kursusse van die universiteit van Potchefstroom en Stellenbosch en tot 'n mate ook van die die Universiteit van die Witwatersrand.

Die Universiteit mag 'n *Diploma* toeken aan persone wat die Hoër Sertifikaat verwerf het en wat twee jaar suksesvolle praktiese ondervinding as voltydse, betaalde assistente in goedgekeurde biblioteke opgedoen het.

Die opleidingsaktiwiteite is georganiseer in 'n professionele „Skool vir Biblioteekkunde” met die Universiteitsbibliotekaris

aan die hoof as Direkteur. In sy hoedanigheid as direkteur rapporteer hy aan die Fakulteit van Lettere, waaronder die „Skool” ressorteer.

Die Direkteur word bygestaan deur 'n voltydse Assistent-Direkteur en 'n voltydse lektor plus 'n aantal deeltydse dosente. Die voltydse doserende personeel geniet nie volle akademiese status en voorregte nie, dog is wat diensvoorwaardes betref ingeskakel by die biblioteekpersoneel.

Met die behandeling van die opleiding deur die S.A. Biblioteekvereniging en die Universiteit van Pretoria en Kaapstad is die heersende patroon vir biblioteekopleiding in Suid-Afrika geskets en die kursusse van die volgende universiteite word net in hooftrekke behandel.

(c) *Universiteit van Suid-Afrika*¹.

Die kursusse van hierdie Universiteit, ingestel in 1955, het dié van die Universiteit van Pretoria as model geneem. Die benadering van die saak van opleiding, die beklemtoning van die histories-filosofiese en die inrigting van die kursusse as graadvakke met 'n horisontale indeling van die inhoud in Biblioteekkunde I, II, ens. stem nou ooreen met dié van die genoemde Universiteit. Die leerstof word ingedeel in vier opeenvolgende kursusse, wat bekend staan as Biblioteekkunde I en II en Bibliografie I en II.

Die groot verskil met die Universiteit van Pretoria is geleë in die doseermethode, aangesien hierdie Universiteit, net soos die S.A. Biblioteekvereniging, onderrig by wyse van korrespondensie bied.

By die bestudering van die studiegids blyk dit verder dat daar 'n ernstige strewe is om ook die professioneel-tegniese inhoud so ver moontlik tot sy reg te laat kom. Van onvolledigheid kan hierdie kursusse, soos uitgewerk in die bykans dertig studiegids, beslis nie beskuldig word nie. In sekere gevalle word daar veel meer gesondig deur oorvolledigheid. Hoedat 'n pas gematrikuleerde student, wat in 'n klein biblioteek met 'n paar ensiklopedieë, woordeboeke en jaarboeke as sy trotse besit aan naslaanapparaat, werksaam is, Biblioteekkunde I se bibliografie-gedeelte met sy lyste van

¹ Inligting verkry uit Mousaion, nr. 12, 1956, die jongste Universiteitsjaarboek en skriftelike sowel as mondelinge mededeling van mnr. H. O. K. Zastrau, Universiteitsbibliotekaris.

naslaanwerke wat ongeveer 56 bladsye beslaan, gaan verteer, moet nog aan my verduidelik word. Is hierdie benadering nie nog meer onpedagogies as dié van Boekevoorraad in die Elementêre Eksamen van die S.A. Biblioteekvereniging nie?

Die Universiteit bied die volgende kursusse:

- (i) *Diploma in Biblioteekkunde*, 'n enigszins verwarrende benaming vir 'n kursus van dieselfde peil as die *Laer Diploma* van die Universiteit Pretoria. Die toelatingseis is 'n skoolleidsertifikaat, die duur van die studie minstens twee jaar en die leergang sluit benewens Biblioteekkunde I en II, verpligte eerstejaarkursusse in in Afrikaans-Nederlands, Engels en nog 'n taalvak plus nog drie kursusse in akademiese vakke, waar een 'n tweede kursus in 'n vak moet wees.
- (ii) *'n Hoër Diploma*, wat ooreenstem met die Universiteit van Pretoria se Diploma. Die Biblioteekkundige vakke (Biblioteekkunde I en II en Bibliografie I en II) word saam met 'n voorgeskrewe aantal akademiese kursusse geneem, en na 'n studietyd van vier jaar verwerf 'n kandidaat beide die B.A.-graad sowel as die Hoër Diploma. Die toelatingsvereiste is 'n matrikulasie-vrystellingsertifikaat.
- (iii) *Honneurs-B.A. in Bibliografie*, wat gevorderde bibliografiese studie vereis.
- (iv) *M.A.-graad*, wat verwerf kan word na inlewering van 'n verhandeling oor 'n bibliografiese onderwerp.
- (v) *D. Phil. et Lit.-graad*, waarvoor 'n proefskrif oor 'n biblioteekkundige of bibliografiese onderwerp vereis word.

Biblioteekkunde word nog nie erken as 'n selfstandige akademiese departement nie, dog geld nog as 'n s.g. „studierigting”, wat ressorteer onder die Fakulteit vir Lettere en Wysbegeerte. Dit staan onder die leiding van die Universiteitsbibliotekaris, wat verantwoordelik is vir die dosering van die professionele gedeelte, terwyl 'n professor uit 'n ander departement hulp verleen met die bibliografiese en kultuurhistoriese gedeeltes van die kursus.

(d) *Die Potchefstroomse Universiteit*

Hierdie Universiteit bied sedert 1956 opleiding vir die volgende twee diplomas:

- (i) *Laer Universiteitsdiploma in Biblioteekkunde*, waartoe studente met 'n senior sertifikaat

toegelaat word. Die studie strek oor twee jaar. Gedurende die eerste jaar volg kandidate vyf eerstejaar akademiese kursusse, waarvan Afrikaans-Nederlands I en Engels I verpligtend is, terwyl hulle die tweede jaar voltyds bestee aan 'n redelik gevorderde professionele studie van die basiese inhoud van die Biblioteekkunde, soos ingedeel in die volgende vakke: Biblioteekorganisasie en -administrasie, Katalogisering en Klassifikasie, Naslaanwerk en Bibliografie, Boekkeuring en Biblioteekvoorraad en die Geskiedenis van die Boek en die Biblioteekwese. Die strewe is om by hulle vorming die akademiese benadering van die vak, sowel as die historiese, die prinsipiële, die professionele en die tegniese aspekte tot hulle reg te laat kom.

Hierdie kursus, wat ten doel het die vorming van laer professionele personeel vir groter biblioteke en van bibliotekaris van kleiner biblioteke, verskil aanmerklik van die Laer Sertifikaat van die Universiteit van Kaapstad t.o.v. inhoud, omvang en peil van die werk. Dit verskil ook van die tweejarige laer diplomas van die Universiteite van Pretoria en Suid-Afrika: deurdat die akademiese inhoud beperk word tot vyf vakke of een jaar, is dit moontlik om meer aandag te wy aan die professionele vorming van studente.

- (ii) *Die Universiteitsdiploma in Biblioteekkunde*, 'n eenjarige nagraadse studie wat ten doel het die vorming van hoër professionele personeel vir biblioteke. As model vir hierdie kursus het gedien die Hoër Sertifikaat van die Universiteit Kaapstad, dog daar is ook aandag geskenk aan die benadering van die Universiteit Pretoria, sowel as aan die inhoud van die kursusse van die S.A. Biblioteekvereniging.

Die indeling van die kursus is dieselfde as vir die Laer Diploma, dog van kandidate word meer gevorderde kennis vereis.

Die *Laer Diploma* is deur die S.A. Biblioteekvereniging gelyk gestel met die Intermediêre Sertifikaat (in die geval van gematrikuleerde kandidate) terwyl kandidate met die Diploma in aanmerking geneem word vir toekenning van die status socius of „fellow” van die Vereniging.

Die Universiteit erken Biblioteekkunde as volwaardige akademiese departement.

Dit staan onder die beheer van 'n departementshoof met die status van senior lektor, wat volle akademiese voorregte geniet. Die Departement ressorteer onder die Fakulteit van Lettere en Wysbegeerte, en die Departementshoof het volle sitting op die Fakulteitsraad en die Senaat. By die dosering word hulp verleen deur die Universiteitsbibliotekaris.

Die Departement Biblioteekkunde word erken as akademiese departement en staan onder die hoofskap van 'n voltydse senior lektor, wat in die dosering bygestaan word deur twee deeltydse dosente. Al drie die persone is volle lede van die Fakulteitsraad van Lettere en Wysbegeerte. Die Departement is nog nie geregistreer op die Senaat verteenwoordig nie.

(e) *Die Universiteit van Stellenbosch*¹

Wat doelstelling, aard en inrigting betref, toon hierdie kursusse wat vanjaar ingestel is, nou ooreenkoms met dié van die Potchefstroomse Universiteit, en wat die hoër opleiding betref is die invloed van die Universiteit van Kaapstad duidelik te bespeur, hoewel ook geput is uit die ervaring van die Universiteit van Pretoria.

Die Universiteit bied die volgende twee diplomakursusse:

- (i) *Laer Diploma in Biblioteekkunde*, met 'n senior sertifikaat as toelatingsvereiste en wat oor twee jaar strek. Die eerste jaar word gewy aan vyf akademiese eerstejaarkursusse, waarvan Afrikaans-Nederlands I en Engels I verpligtend is, terwyl studente in tweede jaar die professionele gedeelte van die kursus volg, wat uit die volgende vakke bestaan: Grondslae en Geskiedenis van die Biblioteekwese, Bibliografie, Boekkeuring en Naslaanwerk, Biblioteekorganisasie en -administrasie en Katalogisering en Klassifikasie.
- (ii) *Hoër Diploma in Biblioteekkunde*, 'n eenjarige studie vir studente in besit van 'n B.A.-graad met minstens Afrikaans-Nederlands, Engels en 'n derde taal op eenjarige peil as verpligte vakke. Die indeling van die professionele kursus is dieselfde as vir Laer Diploma.

In die geval van beide die Laer en die Hoër Diploma word 'n *provisieele* diploma aan 'n student uitgereik na voltooiing van die betrokke kursus aan die Universiteit, met dien verstande dat hy aansoek kan doen om die uitreiking van die *finale* diploma nadat hy vir ten minste twee jaar na verwerving van die provisieele diploma in 'n goedgekeurde biblioteek werk-saam was.

(f) *Die Universiteit van die Witwatersrand*²

Vanaf 1958 word opleiding verskaf vir 'n *Diploma in Biblioteekkunde*, 'n eenjarige hoër professionele kursus aan studente wat reeds in besit is van 'n baccalaureusgraad. Soos in die geval van al die ander universiteite is die strewe hier ook om personeel te vorm met 'n basiese kennis, wat hulle in staat sal stel om hoër professionele betrekkings in verskillende tipes biblioteke te beklee. Met die doel voor oë sluit die leergang kursusse in Boekevoorraad en Dokumentasie-metodes, Katalogisering, Klassifikasie, Historiese Bibliografie en Boekvervaardiging en Biblioteekadministrasie, -organisasie en -roetines in.

Hierdie Universiteit wil egter terselfdertyd probeer om 'n mate van spesialisasie reeds op hierdie vlak in te voer. Met die oog op die toenemende aanvraag in Johannesburg na biblioteekpersoneel op die gebied van die natuurwetenskappe en die toegepaste wetenskappe, is besluit om hierdie aspekte van die professionele werk te beklemtoon. Dit word gedoen deur byvoeging van 'n kursus in „Literature and Librarianship” volgens die voorbeeld van die *Library Association*. Die leerplan vir hierdie kursus omvat 'n aantal voorgeskrewe studiereine, t.w. deel I wat die natuur- en die tegniese wetenskappe omvat, en deel II wat insluit Africana, Skone Kunste, Musiek en Skool- en Kinderbiblioteke. Soos by die *Library Association* is die doel hier ook om elke tipe biblioteek as 'n afgeronde eenheid te behandel: sy geskiedenis en ontwikkeling, sy administrasie, behuising en toerusting, sy spesiale eise t.o.v. katalogisering en klassifikasie sowel as sy besondere boekevoorraad, naslaanwerke en bronne van aanwinste.

Die resultate van hierdie eksperiment sal in biblioteekkringe met belangstelling afgewag word.

² Inligting verkry uit skriftelike gegewens verstrekte deur mej. E. Hartmann, Hoof van die Departement Biblioteekkunde en aangevul uit die Universiteit se prospektus vir die Fakulteit van Lettere, 1958.

¹ Inligting verkry uit jongste Universiteitsjaarboek en uit skriftelike mededeling van mnr. J. G. Kesting, hoof van die Departement Biblioteekkunde.

Biblioteekkunde vorm ook hier 'n aparte akademiese departement binne die Fakulteit van Lettere. Die Universiteitsbibliotekaresse tree voorlopig nog op as departementshoof. 'n Voltydse senior lektrise, bygestaan deur verskeie deeltydse dosente, behartig die doserwerk. Die Departementshoof en die Senior Lektrise is lede van die Fakulteitsraad.

Ek hoop u het met hierdie oorsig van die bestaande fasiliteite vir die opleiding van bibliotekarisse tot die gevolgtrekking gekom dat, hoewel daar verskille van benadering en aksent bestaan, die verskillende kursusse tog 'n patroon vorm.

Soos u kan opmerk, kan die kursusse verdeel word in verskillende grade of vlakke, nl. aanvangs- of elementêre opleiding, opleiding vir laer professionele betrekkings en vir hoër professionele personeel terwyl daar vir spesialisering en vir gevorderde professionele en akademiese studie voorsiening gemaak word by wyse van 'n honneursdiploma (S.A.B.V.) of honneursgrade en van magister-en doktorsgrade. Selfs die verskeidenheid tussen kursusse op dieselfde vlak moet ons verkies bo doodse enersheid. Wat wel ons aandag vereis, is die noodsaaklikheid van groter eenvormigheid t.o.v. die benaming van diplomas om verwarring by werkgewers te voorkom. Die S.A. Biblioteekvereniging kan as koördinerende liggaam hieroor sy stem laat hoor. Behoort ons ons nie ook daaroor uit te spreek of ons vandag nog behoefte het aan opleiding op die elementêre vlak nie?

Ook die verskille in benadering en die aksent op verskillende aspekte van die biblioteekkunde kan ons verwelkom, solank sorg gedra word dat toekomstige bibliotekarisse die vereiste akademiese agtergrond, wetenskaplike benadering van die vak en professionele kennis opdoen saam met die nodige tegniese vaardigheid, waaraan daar vandag nog 'n sterk behoefte bestaan.

Daar word soms veel gesê oor die skeiding tussen die professionele en die akademiese studie-inhoud. In gesprekke met kollegas het ek onder die indruk gekom dat ook hierdie verskille oordryf word. Dit is duidelik dat daar groot voordele verbonde is aan die s.g. geïntegreerde studieplan, waar die inhoud van die Biblioteekkunde horisontaal verdeel word in kursusse I, II, III, ens., en wat vir graaddoeleindes geneem kan word. Daar mag egter ook gevare in skuil. Die „verheffing” tot 'n akade-

miese vak mag meebring dat van die professioneel-tegniese inhoud ingeboet word terwille van 'n beklemtoning van die meer „akademiese” aspekte soos deur die universiteit vereis. Dit mag ook andersins lei tot oorlaaiing van 'n reeds oorvol leerplan.

'n Saak wat ek egter in die verband sterk wil beklemtoon, is dat Biblioteekkunde aan ons universiteite die status van 'n volwaardige akademiese departement moet beklee. Dit hou in dat daar een of meer voltydse dosente moet wees, wat volle akademiese status en voorregte t.o.v. diensvoorwaardes, salariering, verlof, ens. moet hê, en dat die hoof van die Departement 'n volle lid moet wees van die betrokke fakulteitsraad en van die senaat van die Universiteit.

'n Ander verskil tussen ons het betrekking op die stadium waarop toekenning van die diploma moet geskied. Die S.A. Biblioteekvereniging het as professionele vereniging heeltemal binne sy regte gehandel toe besluit is om aan persone wat in sy hoogste eksamens geslaag het, die vereiste van 'n vasgestelde diens tyd te stel, alvorens aansoek gedoen kan word om die Diploma wat die status van socius meebring. Die feit dat sommige universiteite hierdie voorbeeld gaan volg het, berus m.i. op 'n verwarring van terreine. Die universiteit se taak is die opleiding van studente en die toetsing van hulle kennis, waarop hy 'n graad of diploma uitreik.

Oor die voor- en nadele van opleiding van bibliotekarisse by wyse van korrespondensiekursusse wil ek my nie hier uitlaat nie. Die stygende studentetalle van beide S.A. Biblioteekvereniging en die Universiteit van Suid-Afrika, lewer bewys dat daar wel nog 'n behoefte aan die soort opleiding bestaan. Ek wil egter herhaal dat, gesien die uitgebreide fasiliteite wat universiteite tans bied, dit die ernstige oorweging van die konferensie vereis of die Vereniging sy kursusse verder moet voortsit.

Ek wil die hoop uitspreek dat dit vir u uit die oorsig van die verskillende kursusse duidelik geword het dat die opleidings van bibliotekarisse vir al die betrokke instansies werklik 'n saak van erns is. U verwag seker nie van my dat ek die verskillende kursusse teen mekaar moes opweeg of moes valueer nie. Daarvoor sou 'n veel grondiger studie, as wat ek in staat was om te doen, nodig wees. Dit bring ons egter by 'n ander probleem, nl. die saak van akkreditering van die verskillende kursusse vir die

opleiding van bibliotekarisse, wat op hierdie stadium dringend noodsaaklik word. Ek sien verskillende moontlikhede vir die daarstelling van so 'n akkrediteringsliggaam. Indien die S.A. Biblioteekvereniging sy kursusse sou staak, en hy dus nie langer direk by opleiding betrokke is nie, is hy moontlik die aangewese liggaam om met die nodige objektiwiteit

hierdie saak te behartig. 'n Ander moontlikheid is dat daar 'n selfstandige liggaam in die lewe geroep word, bestaande uit verteenwoordigers van die Vereniging, die Departement van Onderwys, Kuns en Wetenskap, die verskillende provinsiale biblioteekdienste, openbare biblioteke en ander belanghebbende liggame.

BOOK REVIEW

Irwin, R. *The origins of the English library.* London, Allen & Unwin, (1958). 255,(1)p. 25s.

In his foreword Professor Irwin who is Director of the School of Librarianship and Archives at University College, London, states that the purpose of his present work "is to provide, not a new history of libraries, but studies of certain aspects of that history which will give vitality to the meagre facts and set them in perspective against the development of our civilisation. Much research in this field is still needed, and I should be happy to think that some students may be inspired by these essays to undertake it."

As one who had the privilege to study under Professor Irwin, and more particularly to study the very course which makes up the subject of this book, the present reviewer may have a special claim to give an appraisal of its contents, and he can say without hesitation that Professor Irwin has succeeded exceptionally well in "giving vitality to the meagre facts."

The eleven articles on which this work is based appeared during the years 1954-1956 in the *Library Association Record*, and were indeed a boon to harassed students in their search for additional knowledge.

Much new material has been added to the original articles and in part they have been rewritten, but even in their original form they were particularly helpful in giving the student a grasp of the unity underlying the history and theory of the written record, the library and the art of reading, from classical times to Roman Britain, Saxon and Medieval England, the Reformation and beyond.

The second section deals with the English Domestic library from its beginnings to Victorian days, and emphasizes its importance in relation to English literature and culture.

Particular mention must be made here of the valuable sections dealing with the Circulating and Mechanics' Institutes libraries of the eighteenth and nineteenth centuries in England, and attention might as well also be drawn to the select bibliography on page 249.

The style throughout is fluent and graceful, the tone authoritative and the presentation concise and orderly.

J. C. Quinton

Africana Nova: a quarterly bibliography of books currently published in and about the Union of South Africa. Based on accessions to the Africana Department, South African Public Library. No. 1, September, 1958. 10/- p.a.

Mention of this new publication was first made by Mr. D. H. Varley in our issue of October, 1958 in an article on documentation in South Africa. In the preface to this first number, he explains, in his capacity as Chief Librarian of the South African Public Library, that this is a continuation of a similar list which has appeared in each number of the *Quarterly Bulletin of the South African Library* for the past 12 years. This list has now reached such dimensions that it has been decided to publish it separately and to include some categories of works, such as school books, which have hitherto been excluded.

Everybody working with, or interested in current Africana will undoubtedly welcome this useful, more comprehensive list in this new form and format. A particularly useful feature is a list of publishers and their addresses.

Entries are arranged alphabetically under each main class and are clearly set out. The classification and cataloguing seem to be of a high standard. In most cases prices of publications are given.

D.L.E.

PREPARATION FOR LIBRARIANSHIP OVERSEAS

by

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WE TURN OUR INWARD eye overseas, I think, for two reasons: firstly to gain a greater understanding of what we do at home for most of our activity in one way or another derives from things afar; and secondly, to receive inspiration and guidance in meeting such problems as those before us to-day. If, to gain understanding, we can examine some of the fruits our common roots have brought forth elsewhere, we may discover the reason why certain things are held important, why others are ignored, why some think one way and some another. If, to derive inspiration and guidance we can add the combined strengths of many minds to ours we may find surprisingly simple solutions for our dilemmas. Abroad there are aspects of the preparation for librarianship not found here at all. Their consideration should reveal possible developments which we perhaps have never considered, or not considered very carefully.

Before taking you abroad to examine professional developments in library training, let me remind you of the sociologists' approach to professional training in general. I quote from one of them,

Our time is one of professionalisation, i.e. the rise of new occupations requiring high literacy, some intellectual background and perhaps some technical knowledge.

In the evolution of professional training in general, the first recruits come from other occupations. Training, at first, is for those who are already working. It is usually strictly vocational and does not tie in with an academic training. Later, the training is connected with universities. There are standard courses of study, conventional degrees, a system of prerequisites so that candidates must enter earlier on their career. Categories of professionals and less than professionals develop. The profes-

sional functions are more precisely defined, so that what are now considered the clerical functions are precisely what the first schools taught.¹

BRITISH METHODS

Since this country's first formal method of training librarians, that of the S.A.L.A., derives from the system followed in England, I am beginning there.

In the United Kingdom, among librarians the first stirrings of professional responsibility for training occurred in the 1880's. The Library Association, after due consideration then came to the conclusion that training might be made an extremely useful feature of the work of the Association, and that this training might best be served by providing for the examination of candidates and the granting of certificates of proficiency.

The examinations first set in 1885, have gone merrily on their way, if not that of the examinees, ever since. True, some deficiencies have been felt and revisions have been duly made, but the pattern of three levels of exams, and their setting by the L.A. has not changed. In determining this method the L.A. was influenced, no doubt, by the practice followed in the other learned professions of the day, such as the chemists, who set qualifying examinations in their subjects. Our sociologist might refer to it as a paleo-professional development.

Although the L.A. in the early days of the examinations took responsibility for training for the examinations by holding summer schools and part-time classes and, after 1904, by con-

¹ Hughes, E. in Asheim. *A forum on the public library*. p. 107.

ducting correspondence courses for aspirants beyond the borders of London, it relinquished this happy chore many decades ago to others, especially to the Association of Assistant Librarians who have made a specialty of the correspondence courses, while the technical colleges and others devoted to evening classes, have taken over the part-time tutoring.

Very early it was recognised that the system was not too satisfactory. Not until 1919, however, was some ease, in the form of full-time training, brought into the library education field when the University of London established its School of Librarianship. A one year course, designed for graduates who were awarded a Diploma by the University upon successful completion of their course work and a Bibliography in the succeeding year, it was, at first, to quote Carnovsky,

"coldly received by the profession at large. The bone of contention was the School's emphasis on *education* at what seemed the expense of *practical training*. Its graduates were treated with scorn."¹

Unlike that of the S.A.L.A., the L.A. Final examination is open to non-graduates since there is quite a general feeling that a university degree can do as much harm as good to a librarian, in fact more harm than good. For the many non-graduates wishing to study full-time there were no facilities until after the last war when the numbers of ex-service men who needed quick training roused the L.A. The Association appealed first to the universities, but was turned down because it wanted the universities to train students for its own examinations. The Association, therefore, asked the commercial colleges and technical institutes to establish schools. The request was not refused.

Nine schools were established, for example at Manchester, Glasgow, Leeds, with two in London. Training was thought of as tutoring for the L.A. examinations. Getting through was the aim. Although started as an emergency measure, the schools have grown strong, proving the need for full-time preparation as the most successful way. The Education Act of 1948 makes generous provision for the granting of bursaries to young librarians, and many administrators have gladly released staff for attendance at these schools. The schools have from the first objected to the L.A. control;

¹ Carnovsky, "Education for librarianship abroad" in Berelson, ed. *Education for librarianship*. p. 70.

they find teaching to a syllabus in which they have had no hand, for an examination over which they have no control, extremely frustrating. Although they have won representation on the L.A. Education Sub-committee, and do influence its decisions, the situation is far from satisfactory.

I have said nothing of specialization. Although there are L.A. Final papers in many subjects the school librarians have recently established a set of their own examinations, and Aslib has set up a Register of Information Officers – who are *not* librarians. The university and special libraries are staffed by graduates who may have done the L.A. examinations or have the London University Diploma or may just be 'intelligent'. One does not hear much from this latter group, but those involved in the L.A. cycle are constantly taking pen in hand to express dissatisfaction.

DIFFICULTIES

What do they and others invited to speak to them on the problem of education for librarianship say?

"There is too narrow a concept of the role of the public library and this dictates what is taught. As we have done, so shall we learn – and practice in the future".² "The courses and examinations, for all the professions, are narrowly conceived and over-loaded with detail, to the exclusion of a more liberal education."³ "The full-time schools are attempting too much in too short a time. Students are too punch-drunk and tired to do independent work and unduly preoccupied with examinations".⁴ "Whereas the acknowledged professions have been fortified and developed by their schools, unless there is some great improvement in the methods of training, librarianship will stay on the fringe of the professions".⁵ "Apart from the London University no British university either trains or examines students of librarianship. The impasse exists

² Dain, N. E. "Public library standards and education in librarianship" *Librarian* 45 : 199, 1956.

³ Bearman, H. K. G. "Tell it not in Gath". *Librarian* 45 : 194, 1956.

⁴ Baker, E. I. "Staff education and management: II. The education of librarians". L.A. London and Home Counties Branch. Conference, 1957. *Education, libraries and the use of books*.

⁵ Dain, N. E. *op. cit.* 45 : 200, 1956.

because the L.A. will not give up its rights as an examining body and the universities will not, of course, train for external examinations".¹

The remedies: first, fix up the syllabus, or, more drastically, free the schools of L.A. control. Design courses to teach students to think constructively. Develop shortened courses pruned of detail. Establish 'teaching libraries' like teaching hospitals, where the full-time student on finishing his course, would find the link between theory and practice. There is the feeling that the failures and frustrations of the correspondence or part-time courses should be and can be avoided, so now the demand is for a full-time course. Here, there would seem to be, however, an unresolved conflict between length, which is taken always as one year, and content, which has been conceived as more or less embracing the whole field, and is, therefore, of far too great a bulk for one year.

Were there no other training schemes in the 1870's, and later, which might have influenced the British? There were, of course, and of these perhaps the most important were those of Germany and the U.S.A.

GERMAN TRADITION

Only a brief reference to Germany is possible, though as a guide to what we might attempt, the field merits thorough study.

There we find a development completely opposite to that in Britain. In Germany, training very early was assumed by the universities. Even, as long ago as 1829, a special school was proposed. By 1850 classes were being given at several universities and the first Chair of Library Science was established in 1886. The courses were always intended for the higher posts in university and state libraries. The subjects were scholarly: the history of printing, of bibliography, of languages, paleography and so forth. The course was never less than a year and a half and to-day it is often longer.

There is a middle grade, too, and for it we find practical work combined with courses of study at library schools. A great emphasis is placed on the reader and his psychology, and an extensive knowledge of books and their literary qualities is demanded. The courses are not

short and usually require from 2-4 years.

The lowest level of posts is for the clericals who receive no formalized training.

Preparation for librarianship is thus a slow and serious business. Content rather than techniques are stressed, and mastery of content takes time. Students qualify when they are from 22-25 years of age.

In the United States, training began in 1887 at Columbia University with Dewey as Professor of Library Economy. The methods of instruction and training consisted of lectures, readings, seminars, visits to libraries, problems and actual daily work in a library. The course lasted two years. At this time the whole field of higher education in the States was influenced by Germany, and so Dewey in establishing a School was actually following both German and American practice.

AMERICAN DEVELOPMENT

In America, instruction in librarianship is given only at library schools. To-day there are 38, with about 500 teacher training and other colleges offering some librarianship subjects as well.

Most of the library schools of South Africa have been very strongly influenced by American methods. But they are the methods of twenty years ago. We did well, in our beginnings, to approximate a system built on fifty years experience. The American schools, subjected as they are to constant examination have not, however, stood still. Their development may not point the way to our future growth, but we, of course, should have some understanding of it.

I think this understanding may best be gained if we look at the *whom*, the *what*, and the *how*.

Who goes to library schools? About 2,000 graduates each year. Possibly a half to two thirds of these work part-time and study part-time. Most of them come straight from college, i.e. university, but they may have worked in libraries in high school or college. In the bigger schools are a number of older people: librarians taking advanced degrees, teachers, college lecturers turning to librarianship, occasionally someone who has worked a few years before qualifying.

What do they study for? To-day, almost invariably for a Master's degree which sup-

¹ Whiteman, P. W. "Professional inertia in Britain". *Library Journal* 82 : 28, 1957.

planted the Bachelor's, common until the late 1940's. A few students are undergraduates, taking library courses towards either other degrees, e.g. education, or as a preliminary to their M.L.S. In four of the library schools you will find Ph.D. candidates. These may be doing these entirely in the field of librarianship, or they may link it with another field. Education is frequently chosen since many of the Ph.D. candidates teach librarianship.

What do they study? Here we have a pleasant little bit of confusion. A Master's degree in any discipline, is usually preceded by a Bachelor's in the same field. But here in librarianship there is no longer a Bachelor's degree. The student, untutored in library science, must therefore complete four months pre-study devoted to the so-called core courses: reference, cataloguing and classification, book selection, and a general course of administration, history of libraries, objectives, and so forth. No certificate or other qualification is given. The library student, however, may, this point reached, begin to study for the first library qualification, the M.S. The course will take him about a year, i.e. twelve solid months, for most schools teach the year round.

The 'year' is unlike ours in another way. The academic quarters (3 months) or semesters (4 months) are definite divisions of the curriculum. No course is longer than these 3 or 4 months, though you may, of course, in the first semester study elementary administration, in the second, general administration, and in the third, advanced administration. But that dead weight of the accumulation of nine months study and reading does not depress and inhibit students there as it does here.

This division of the year into 3 or 4 distinct steps makes for yet another difference: specialization according to interests. The undergraduate, core courses ensure a common foundation. With them passed the student can turn his energies into any number of fields. Usually he requires 9-11 subjects, courses, for his degree. He can choose these from a large number. Chicago, for example offers 30, Columbia 20, Illinois 35. An area of specialization could be for example College and University libraries. Courses to take might be: Administration of the college and university library, research library resources, bibliographic method, problems in cataloguing, government publications. Many courses of this type

require a preliminary course lying in difficulty between the core and the advanced courses. Obviously, the faculty must give guidance in the choice of subjects to ensure a balanced, if specialized, qualification.

Apart from the core course, there is no standard curriculum.

The Ph.D. requires not only 'residence and a thesis', the British requirement, but attendance at lectures and seminars for one to two years in preparation for a week-long oral and written examination which tests the candidate's command of his whole field. The examiners satisfied, the student is permitted to begin his thesis. These lectures and seminars are open, as well, to the advanced Master's student so that both in subject content and in level, is the individual student able to plan a course to fit his needs.

So much for the *whom* and the *what*. The *how*? The teaching method and the teachers who follow it. Here, too, there is a marked difference between South Africa and the States. The teachers must hold advanced degrees, must do research, must study and travel. Today most are Ph.Ds. Faculties are larger, with usually a minimum of 4, as many as 10-12 at Columbia or Chicago where 125-250 students may be registered. Teaching is by lectures, but also by discussion of readings, class reports, projects in library problems, and the writing of many papers. Examinations are held, sometimes, but a student may also be assessed entirely on his year's work. The emphasis, it must be realized, is not on training, but on developing, on educating for a professional career which will last a life-time. The ability to analyse and solve library problems is held to be far more important than knowledge of a mass of detail. If principles are understood, details will come of their own accord.

Do you, accustomed to the exact curriculum and the exacting examinations set by our training agencies, wonder how quality control comes in? It is there, and is exercised by the A.L.A. The method is different. In America, a student is held to be suitably qualified if he comes from a school of quality. The graduate of a good school is accepted as good as the school. The quality of a school is determined by the size and qualifications of staff, the salaries paid, by the size and quality of the school library, the school's quarters, the curriculum, teaching methods, and so forth. If

these meet the A.L.A. standard, then the School is accredited. Certification, i.e. licencing to practice, where it exists, is controlled by the state's department of education.

NEW ZEALAND

Before concluding, I want to take a moment to tell you about New Zealand. There, there is a library school and students, too, fully supported financially by the government. But the New Zealand Library Association also runs correspondence courses for the out-lying students. With this difference, for 12 weeks, i.e. 3 months, each year, the out-lying students must come to the School to learn what cannot be taught by mail. In South Africa, the University of South Africa's three week course, the provincial and state two week schools, approximate the scheme slightly, but cannot compare with this full term of resident study.

CONCLUSION

In reading the various analyses and criticisms made of library education, several "either/ors"

are repeated over and over. The "either/or" of background and technique; of longer course with more content, or of shorter ones more likely to attract students; of part-time or full-time; or work-study; of number of schools, the quality of the large school with its large specialized faculty and range of equipment versus a larger number of schools which naturally attract students from their neighbourhood. Other questions arise. Should librarianship be an undergraduate, a five year course, or a 4 plus 1 course? Which is more important, academic background, training, or native endowment? How much of each should we have? Should the schools teach for the first job, or the last? Should they teach beginners only, or should they also make provision, through institutes, workshops, summer schools for the keeping up-to-date of the practicing librarian?

Few of these questions are yet to find a satisfactory answer. Perhaps here in South Africa we, with our manifold tradition in library training stemming from three sources, may discover a way out of one or more of the dilemmas not apparent in a single method country.

MISS L. E. TAYLOR'S POINT OF VIEW

The more I listened to the demands, or the desiderata should we say, in the trainees put forward by the five speakers, the more difficult I have found it to arrive at any sort of common ground because everybody seemed to be wanting something different and I was finally driven to the conclusion, a depressing one perhaps, that a good librarian is born not made. Which led me to the further conclusion that the institution that is doing more than any other institution to assist the cause of librarianship in this country, is the Johannesburg Public Library, which is encouraging the clerical members of its staff to get married thus ensuring, in the future a supply of library-minded babies, or at least that is how it seemed to me.

It seems that there are certain basic things that everybody is agreed on as desirable in young librarians; character coming first, the right sort of person, the librarian who is born not made, general education and then, what I might call Professional Attitude. Now those

are things, the first two anyway, which no amount of training or teaching is going to give you. Selection may do it but none of our schools are at the stage yet where we can select. You can only select really well - with all our universities to-day you can only select people if you have got so many applicants and your training facilities are so limited that you have got to say we have got hospital beds to train so many doctors and no more, we have got studio facilities for so many architects and no more and that is usually worked also on an assessment of what the probable market is going to be. We want all the librarians we can get and certainly none of the library schools is teaching anything like the capacity yet and as Mr. Kennedy pointed out, there is a little question of Government subsidies and so on involved, so departments are by no means closed. That being so, it is very difficult to select. You do of course try to discourage, if anybody comes along to you deaf, dumb and blind and wheeled in a basket chair, you do suggest that there are

types of libraries, which might not find them very useful. But it is sometimes rather difficult to discourage them.

I would like to tell you one experience of my own about discouraging students, which perhaps taught me a lesson. It isn't always easy to judge at first sight, the two students who came along to take librarianship having spent several years at the University in which they already had a jolly good time and a wonderful social life, but hadn't succeeded in passing very much, in the way of an ordinary degree, so they came along to do our lower certificate, I will say, in librarianship. This was quite a few years ago and I said very firmly: "No, no, I don't want them." I mean there are limits. As you know we have been a sort of a wastepaper basket department for a long time, but this is really the end and was told most politely that the Principal would be deeply obliged if we did take them on. Well, of course you know, that was like an invitation to Buckingham Palace. You couldn't plead that you were going to the cinema already. Well, we took them on and I was so furious at having to take them on that I gave them a talking-to which scared them within an inch of their life and they finished up with distinctions, both of them, right through everything. It was most amazing. So that perhaps taught me a slight lesson about what you can do if you can't select at the beginning.

FORMAL TRAINING ONLY BEGINNING

The other fact which emerges is where some of our speakers said that the best they asked in the way of training was that it left students with an attitude of mind which made them receptive to further training. Others asked for, in the case of Mr. Friis I think I am right in saying, a high degree of specialisation, something to fit the student for his own particular type of library work.

I think that the answer to it all is that the formal training, whether it is by correspondence or whether it is in a library school, is only the beginning of the training, it is by no means the end. You can't, with the handing over of a diploma, say "Your training is finished". The training process is something which must go on in the library into which the student goes and that is something which we

must all remember. I know it is very hard on the smaller library, but I don't think that any library school can be expected to train for a particular job. It can only train for general principles and the training on the spot must be done. It provides a short-cut. It means that you telescope what would have to be spread out over several years into one year perhaps or two years. It depends how your course is arranged. It gives a general picture of the whole field of librarianship whereas the person you are training on the spot, training actually on the job, will probably learn one section very thoroughly and have only the dimmest idea that another section of the work existed at all. But no library school can possibly train for a particular job. If you want to do that you must have your own training institution. And that is all there is to it. That is my opinion of the matter anyway.

But I think that the training in a library school can do one thing and that is inculcate, or attempt to inculcate, a real professional attitude towards the work, which is bound up very closely, of course, with the word that Mr. Kennedy used, I think in a very highly technical sense, the word "Humility", which to me is an outstanding and necessary quality for the true professional attitude towards work and if we can inculcate just that attitude towards librarianship in library schools, so that our young people don't go out thinking they know everything, so that they know that they have everything to learn, that they have been the lucky ones, that they have been shown the right way in which to go about learning it, then I think we have gone a very long way. And it also did emerge, I think, from some of our speakers that there were certain basic techniques, which were considered to be sort of core studies. In fact I felt that if we could have had questions and pin people down and sat round a table over it, we would have arrived at a Core curriculum such as Mrs. Wertheimer mentioned, which would have been quite useful and I would like to see that developed a little further, because there was considerable emphasis on techniques; to what degree, to what extent or what particular sort of circumstances didn't emerge. But it was there, it was implicit that certain things are fundamental to librarianship and that seemed to me to have possibilities which might quite possibly be followed up.

MR. H. M. ROBINSON SUMS UP THE DISCUSSION

As I explained to you in the beginning, I propose to take these papers and these addresses in a rather reversed order and in the reversed language. I shall start off with the very interesting and very clear paper, given by Mr. Friis. He started off by saying that he proposed to apply the shock technique to the library training patient, so everybody thinks it is sick. Now he made an interesting division, he said that library schools should do two things or should be two things. It should be an institution providing training of library workers and secondly, it should form an integral part of the library structure of the country. Now, as an institution of training, it should aid the personal development of the young librarian and secondly, it should teach the principles and perspective. Then he gave a number of points, which I shall just list briefly: (1) the library school should, first form an integral part of the library structure; (2) it should provide the own library philosophy; (3) it should bear relation to the libraries which are served; (4) the library should provide research facilities for their own type of library service of his provincial library service, with its particular problems; (5) the school should apply a very strict standard in the selection of students (that is a recurring note); (6) it should provide specialised training in the problems relating to the social, cultural and technical conditions under which provincial library services must operate; (7) provide specialists in certain fields; (8) provide refresher course; (9) it should provide the provincial library service with qualified coloured librarians; (10) it should train library workers on different levels, for higher and lower positions; (11) it should provide medical record librarians and lastly it should provide school and children's librarians.

MEJ. HARTMANN

Juffrou Hartmann het daarna aan die woord gekom en sy het beskrywe hoe in haar besondere universiteitsbiblioteek daar 'n duidelike verdeling is tussen klerklike en professionele werk. Daar het geblyk dat selfs by verrigting van klerklike werk 'n professionele agtergrond tog noodsaaklik is. Sy het hier gewys op die

behoefte aan opleiding op verskillende vlakke naamlik, dat hulle 'n behoefte het aan 'n lae, vakkundige beroepsgroep. Derdens, dat die heersende opleiding tans bevredigend is vir die hoë pos – hier is dit 'n stem roepende in die woestyn. Juffrou Hartmann is nl. die enigste een wat heeltemal tevrede was met die heersende opleiding.

Dan het sy gewys op vakke wat op universiteitsbiblioteke van besondere belang is nl. gedurige soektog na gegraduateerdes in verskillende rigtings, wetenskaplikes, die gebied van Bantoe-tale en vele ander rigtings.

En dan het sy gewys op die behoefte aan gespesialiseerde opleiding in bepaalde rigtings: 'n Honneursgraad, 'n doktersgraad 'n meestersgraad e.s.m. en die funksies wat sy genoem het vir sulke mense is nogal interessant. Sulke mense se navorsing kan gebruik word om koördinerende te bewerkstelling b.v. tussen verskillende biblioteke, om biblioteek-samewerking te bevorder ten opsigte van abonneemente of tydskrifte. En sy het gesê dat as jy sulke gevorderde mense op jou personeel het, dan kan jy meer tyd laat vir die kweek van, wat ek nie kan vertaal nie, „the cultivation of bookmen”.

MNR. KENNEDY

Dan het Mnr. Kennedy met sy tradisionele klinkklare manier, vir ons die behoeftes van die groot openbare biblioteek gestel, en hy het weer gewys op die organisasie van die personeel in professionele en algemene groepe. Hy het gesê hulle as professionele biblioteekwerkers erken twee groepe mense: houers van universiteitsgrade en die houers van intermediêre of gelykwaardige sertifikaat. Hy het gesê dat in sy bepaalde biblioteek daar ongeveer ewe veel van altwee hierdie groepe is. Hy het verder die interessante stelling gemaak dat albei hierdie groepe deur hulle beskou word as ewe belangrik hoewel die biblioteek met die oog op sy besondere taak in die gemeenskap, natuurlik besondere waarde moet heg aan die professioneel gekwalifiseerde werker en hulle dus toegang het tot hoër en meer verantwoordelike poste waaraan hoër salarisse verbonde is.

En toe noem hy die volgende belangrike vereistes vir professionele biblioteekwerkers: goeie liggaamlike en geestelike gesondheid;

sulke karaktereenskappe soos eerlikheid, natuurlike beleefdheid en veral, beskeidenheid; de dens, intelligensi en 'n hoë standard van algemene opvoeding m.a.w. 'n ryk algemene agtergrond. En toe kom hy nader aan die vereistes wat hy aan die biblioteekskole stel. Hy vereis van die biblioteekskool dat hy die studente in die geleentheid moet stel om kennis te maak met eerste beginsels van biblioteektegnieke; dat hy verder die student kennis moet laat maak met die funksies en doelstellings van die biblioteek.

As laaste vereiste het hy gestel, tweetaligheid. Hy het ook daarop gewys dat biblioteekskole meer selektief moet wees met die keuring van studente en hy het later vir ons 'n pittige aanduiding gegee van hoe selektief hulle is in sy besondere biblioteek en hy het die interessante stelling gemaak dat, wat die finale produkte na 'n paar jaar ondervinding betref, daar in die Johannesburgse Openbare Biblioteek geen verskil te bespeur is tussen die produkte van die S.A. Biblioteekvereniging se korrespondensiekursusse en die produkte van biblioteekskole aan die universiteite nie. As ek hier net 'n persoonlike opmerking vergun mag word, sou ek graag op ons opleidingsinrigtings 'n beroep doen om tog na aanleiding van hierdie opmerking van die doyen van ons professie, te let daarop, dat ons minder klem moet lê op die verskille en benadering en meer klem moet lê op die werklike ooreenkoms en doelstelling waar voor alle opleidingsinrigtings werk.

Hy sê die metodes van onderrig en leerplanne maak eintlik min verskil en dis eintlik die mens, die gehalte van die mens, wat op die lang duur belangrik is. Hierby het hy aangesluit by ander opinies.

MEJ. LEVY

Dan het juffrou Levy aan die woord gekom en miskien omdat dit 'n terrein is wat na aan my hart is, het Juffrou Levy se hele toespraak my hart laat gloei. Sy het gewys op die heel besondere probleme van daardie middelslag openbare biblioteke. En ek wil tog 'n beroep doen op al ons opleidingsinrigtings om besonder aandag te gee aan wat juffrou Levy gesê het. Onthou asseblief dat die groot meerderheid van die biblioteke in die Unie van Suid-Afrika klein inrigtings is. Aan werkstandaarde gemeet,

is hulle almal klein inrigtings met die uitsondering van een of twee en daarin is juffrou Levy se praktiese ondervinding en haar baie kernagtige praktiese voorstelle hier vir ons van uitsonderlike belang.

Sy sê hulle is onafhanklik van aanvullende biblioteekdienste en onafhanklik moet hulle bepaalde publieke dienste in stand hou. Maar omdat hulle kleiner inrigtings is, kan hulle nie die aantreklike diensvoorwaardes aanbied wat moontlik is in die groter inrigtings nie. En daarom is dit by hulle baie belangrik dat mense met die regte temperamentele eienskappe aangestel word aan hulle paar poste vir gekwalifiseerde mense en dat daardie mense onmiddellik in staat sal wees om die verantwoordelikhede verbonde aan daardie poste te aanvaar, om met die publiek te werk en om tot 'n groot mate onafhanklike besluite te kan neem. U moet onthou dat hulle kleiner inrigtings is en nou kan ons daarom ook daarop wys dat die implikasie van sulke besluite miskien nou nie van dieselfde gewig en omvang is as in 'n vreeslike groot biblioteek nie, maar sy het daarop gewys dat hulle net nie oor die personeel beskik nie, want dit is gewoonlik net die hoofbibliotekaris of die hoofbibliotekaresse wat oor beide die opleiding en baie ondervinding beskik. En sy moet ook nog werk in die biblioteek; sy is nie heeltemal 'n „bank beaver” nie; sy kan nie net vlerke klap nie.

Sy het 'n belangrike klem gelê op die kennis van die gebruik van boeke. Sy het gesê dat om hierdie redes, om hierdie besondere probleme van die kleiner openbare biblioteek, moet die gekwalifiseerde biblioteekwerkers wat daar aangestel word, goed onderleg wees in die tegnieke en moet die applikante en die bekleërs van daardie poste oor die basiese kennis beskik. Hulle moet nie net die „know-why” ken nie, maar hulle moet terdeë die „know-how” ken. Sy het toe gesê wat haar ondervinding is, en nou moet u let op die verskil tussen die groter inrigtings en die kleiner inrigtings, nl. dat die produkte van die S.A.B.V. wat met die jare gekwalifiseer het, aan haar behoeftes voldoen, maar dat sy nie dieselfde kan sê van die produkte van die universiteitsopleidingsinrigtings nie. En sy het voortgegaan met 'n paar, ek kan amper sê tragiese, tekortkominge wat haarself betref in die produkte te noem, d.w.s. dat opgeleide bibliotekarisse wat as sodanig in kleiner biblioteke werk, nie verder opgelei kan word nie, hulle moet hulle self oplei.

MR. KRITZINGER

Then Mr. Kritzinger, to my utter amazement agreed with Mr. Kennedy in everything he said. And by first of all stressing the importance of character and also pleading that (he was borne out afterwards by Dr. Coetzee) universities should offer training courses in character and he mentioned three basic requirements for leaders in the library world: personal qualities, training and experience and pleaded for some sound and healthy balance between these different qualities. And then he made, of course, a very dangerous statement, I think there may be some possibility of being tarred and feathered, but I am glad that I am not living in the same hotel as he is, he said men are better qualified to occupy the higher posts than women. That is Mr. Kritzinger's statement, not mine.

Then he said that the products of the library schools should have their feet squarely on the ground and should not roam in the academic dream world. And he said that the library schools and their curricula and all their techniques should bear in mind the technological and economic developments.

PROF. THORNTON WHITE

Om laaste te kom by die hoofdis van die dag wil ek net 'n paar beginsels noem. Prof. Thornton White as die hoof van die skool van Argitektuur en Kuns, het hier by ons opgestaan vanmôre en terwyl hy gepraat het vir almal van ons wat na hom geluister het, eenvoudig een lig na die ander laat opgaan oor beginsels waarmee ons voortdurend worstel. Hy het gewys daarop dat hy in sy skool argitekte opvoed dat dit, soos ek hom verstaan het, argitekte kry om by hulle 'n bepaalde lewenshouding aan te kweek, nl. 'n lewenshouding om hulle funksie in die lewe te vervul. Hy het gewys hoe belangrik dit is om die tegnieke sommer vinnig by te bring en in daardie bybring van die tegnieke het hy juis die oplossing gevind vir hierdie een probleem wat ons al 'n paar keer hier genoem het, die seleksie van die kandidaat. Hulle gee 'n week se kursus in geometrie en as die man nie kan geometrie doen nie, dan val hy uit na 'n week, of hy sal 'n swak argitek wees vir die res van sy lewe of hy los die kursus. As hy

nie kan teken nie, dan kan hy nie teken nie en so meer, maar die eintlike klem val op die basiese funksie van die argitek en daardie funksie word vir hom bygebring met gedurige inagneming van 'n klink-klaargestelde filosofie, 'n credo, 'n vier-paragraaf: dat alles wat hy leer in sy opleiding direk verband hou met wat eintlik van hom in die lewe verwag word. Alles wat hy leer, moet hy eers toets aan die bepalinge van daardie credo. En ek wil graag in hierdie verband, by Dr. Coetzee aansluit, dat ons bibliotaris, biblioteekkundiges, kollegas 'n bietjie aandag gee aan hierdie saak, dat ons maar ons verskillende pogings na vore stuur in vervand met 'n credo vir 'n bibliotekaris. Prof. Thornton White het vanmôre gesê dit is eintlik 'n ronde bal wat hy nie kan verdeel nie, alles is daarin saamgevat. Hy het gesê dat hy met sy studente baie intiem saamlewe en gewys op die belangrikheid van daardie intieme samelewing en daardeur het hy ons een van die swak punte in die opleidingskursus, deur middel van korrespondensie, soos dié deurous Biblioteekvereniging, beklemtoon.

Hy het gewys hoedat sy studente ingelei word tot die benadering van 'n probleem, tot die tegniek in die gebruik van die materiaal waarmee ons argitekte moet werk en hoe hy probeer om sy studente, in die loop van hulle kursus, in verbinding te stel met so 'n groot uiteenlopende verskeidenheid van ondervinding as moontlik; met verskillende soorte mense, met verskillende soorte materiale en verskillende soorte geboue, vir verskillende soorte doeleindes. Hy het gesê hy het nie eksamens, in die gewone sin van die woord nie.

Ek dink ons is almal vir Prof. Thornton White besonder dankbaar want hy het werklik daarom noem ek hom laaste, in sy toespraak vir ons meer inspirasie gegee as wat ons ooit verwag het van 'n lid van 'n ander profesie. 'n Ding wat vir my baie duidelik na vore getree het in die loop van die besprekings, is dat daar met hierdie hierdie uiteenlopende patroon wat ontwikkel het oor die afgelope twintig jaar, 'n behoefte ontstaan het aan een of ander soort van ko-ordinerende, samevattende, waardebepalende, konsulerende, akkrediterende liggaam. Dit lê ek in alle nederigheid aan die hoër outoriteite voor vir oorweging.

Ek wil graag afsluit deur te sê dat dit vir my lyk dat as ons 'n geselekteerde groep jong mense kan kry, by wie ons 'n bepaalde lewenshouding teenoor hulle toekomstige werk kan

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aankweek, vir wie ons kan help om 'n bepaalde ideologie te assimileer, en vir wie ons kan help om kennis te maak met sekere basiese probleme, op so 'n wyse dat daar gedurig uit daardie

ideologie, uit hulle taak in die lewe, sodanige besieling sal uitgaan wat nooit sal verflou nie, dan het ons terdeë beantwoord aan die moeilike taak van biblioteekopleiding.

CORRESPONDENCE

The Editor,
South African Libraries,
CAPE TOWN.

Dear Sir,

re: Syntactics and semantics of the subject heading

It is rather unusual, I believe, for the victim of a review to express thanks to a reviewer for having been treated leniently. Yet after reading Mrs. Meidner's review of my monograph on subject heading, I felt that she has let me off quite lightly.

My main object was to stimulate discussion of a theme that has been neglected to a large extent. Mrs. Meidner confesses that she has found my study stimulating and as a result I feel quite pleased. Being a philosopher herself, she will not be surprised that I do not agree with all her strictures. I cannot agree, for instance, that I have been *too* theoretical. I am proposing a theory and have attempted to draw the consequences of the theory as far as possible. These consequences may prove my theory untenable and in that case I would have to abandon it, because it is a bad theory – not because it is too theoretical.

In attempting to prove that I am too theoretical, Mrs. Meidner has unfortunately created the impression that I am dealing, not with subject headings at all, but with some new strange invention of my own, intended to replace not only subject headings, in the accepted sense of the word, but also author headings. Moreover she implies that my type of "subject heading" would be cumbersome and i.a. impossible to use with the unit card method of cataloguing. I can only state that I have used the word throughout in the sense in which it is used by Cutler, Mann, Haykin and others.

My imperfect command of the English language may have contributed to the misunderstanding but I am inclined to ascribe it to the fact that she has confused the "subject statement" (an enumeration of characteristics of the bibliographic unit, compiled to serve as raw material for the subject heading) with the subject heading proper.

I am not surprised that Mrs. Meidner is sceptical of the value of the distinction between "subject" as subject matter and "subject" (or science, or discipline) as a body of systematized knowledge or an enterprise of discovering and systematizing data relating to a particular subject matter. This distinction which is a commonplace in Continental *Wissenschaftslehre* seems to be practically incomprehensible to most English and American scholars. By an unpardonable lapse I have apparently spoiled my effort to illuminate the matter. In typing the words "subjects of" were omitted after "when studied are" in the sentence quoted by Mrs. Meidner from Ch. IV, p. 35. The resulting nonsense shows clearly how absurd the identification of a science with its object of study really is. How can the earth *be* geology or physics or engineering?

I fully agree with Mrs. Meidner that the rarity of examples in my work is a grave lack. This does not mean however that I have failed to investigate existing subject headings and that the system is purely deductive. As a matter of fact my research began as an empirical examination of actual subject headings and of the actual process of forming subject headings with the intention of drawing up a code for practical use. Whether I have succeeded in inventing a method which will enable subject cataloguers to form a more consistent and effective reference instrument, is a matter to be tested in practice. Mrs. Meidner has said

nothing to prove that the proposed method is "prae-posterus" (agterstevoor) and if she wishes to call it preposterous (in the ordinary sense) she will be using words emotively (i.e. merely saying that she "has never heard of it").

As regards her last paragraph: of course the sentence quoted is heresy - rank heresy

from an analytical point of view. In the context in which it occurs this sentence is a valid counsel to subject cataloguers. Besides, a thinker who fears to be a heretic is in danger of becoming a mere epigone.

Yours faithfully,

(Signed) Dr. P. C. Coetzee.

19 Connaught Road,
Pietermaritzburg.
16th September, 1958.

The Editor,
South African Libraries,
Cape Town.
Dear Sir,

Dr Coetzee's reply serves to underline a criticism implicit in my review: namely, that in spite of its length the monograph in *Mousaion* Nos. 21-23 falls short of communicating, at

any rate to one painstaking and qualified reader, all that the author would wish it to.

The argument not covered by this general complaint about the author's failure of exposition is the one in paragraph 5 of his letter. I relish the question "How can the earth be geology . . . ?", but I am sure librarians do not want to find philosophers squabbling about realism v. idealism in the wrong professional journal.

Yours faithfully,

(Signed) (Mrs.) Olga McDonald Meidner.

THE "ERSATZ" LIBRARY

In his article "Provinciale Biblioteekdienste, 1957" in "South African Libraries", October 1958, Mr D. L. Ehlers speaks of audio-visual material in the library as "ersatz". He contrasts the gramophone records, films and art reproductions which he calls "bye-products of culture-creating artists" with the original works by South African artists which, he claims, alone can render a qualitative cultural service.

Mr Ehlers wants the library to become an art gallery plus concert hall to fulfil its cultural mission. While nobody will deny that, under certain circumstances, the library might also serve as a general cultural centre where an occasional exhibition of contemporary art or a recital of live music takes place, it should not be necessary to state that such extension work has little to do with the main purpose of the library.

Mr Ehlers seems to have missed an essential point: audio-visual material in the library has never tried to assume a position wherein it would enter into competition with living original art. Such an error would prove fatal to the very essence and meaning of the library. The library is not an art gallery nor a concert hall but it stands primarily, fundamentally and ultimately in the service of the book and reading.

Audio-visual material in the library is inseparable from the book and it will, and shall

never be anything else but background to reading.

From the outset, the audio-visual services for libraries in South Africa were introduced for one purpose only: to serve together with the book towards the strengthening of the European traditional and cultural bonds which are the foundation of white civilisation in South Africa. It is open to argument whether this European cultural background is to be considered a historical phase which gradually will be superseded by an indigenous South African civilization. The possibility exists and the library may help in furthering such development by occasional exhibitions and recitals of contemporary South African works of art.

But, what Mr Ehlers overlooks, is the fact that the audio-visual services in the libraries of this country were, first of all, introduced to meet an existing and real situation: they serve as a support for our own contemporary cultural structure which needs consolidation before the new local cultural movement can come into its own.

The article "Some Audio-visual Thoughts on Books" in the October issue of "The Cape Librarian" sums up the purpose of audiovisual material in the libraries of South Africa:

"South Africa's cultural background is
(Continued on p. 113)

SOME RECENT SOUTH AFRICAN BOOKS IN ENGLISH

by

E. L. JAFFE

FICTION

Hofmeyr, S. A. *The valley of the Wanko*. Timmins. 193 p.

A misleading title-page gives no indication that this is a translation and adaptation by E.C. Niemeyer of "Vallei van die Wanko", published by Voortrekkerpers in 1953.

The story tells of a progressive son's conflict with his father, reaching a climax in the son's desire to sell the old family property, Wanko, to a commercial firm. Set on the farm, in a dorp and in Johannesburg, there is the usual romantic interest. The reviewer found it dull reading.

RELIGION

Gerdener, G. B. A. *Recent developments in the South African mission field*. N. G. Kerk-Uitgewers. 286 p.

This book is as essential to a South African reference library as Prof. J. du Plessis's "History of Christian Missions in South Africa" which it brings up to date.

The latter, now out of print, deals with the history up to 1910, but covers most fully, the period up to 1850.

In this volume Dr Gerdener, one of the foremost theologians in the country, attempts to dovetail new material into the story of the former book, as well as describing developments of the twentieth century. His approach is different from that of Prof. du Plessis. Fifty years ago it was usual to recount the history of missions from the viewpoint of the Mother Churches. During the first half of the twentieth century, however, the accent has been shifted from the sending, to the receiving Churches.

Dr Gerdener's treatment has therefore to change accordingly.

Rev. R. H. W. Shepherd says in the foreword, "This book is more than a history. It presents in some measure, a philosophy of missionary history".

Retief, M. W. *William Murray of Nyasaland*. tr. from the Afrikaans and abridged by Mary H. le Roux and M. M. Oberholster-le Roux. Lovedale press. 196 p.

William Hoppe Murray, who laboured in Nyasaland from 1894 to 1937, was a member of a family which has played an important role in the religious life of South Africa. Born in 1866, he died in 1947, having accomplished much in his long life, not the least of his achievements being the translation of the Bible into Cinyanja.

Unfortunately the narrative of this translation is extremely disjointed and naive, but if what the author says in his preface is correct, and there are misconceptions with regard to the Dutch Reformed Church's attitude to Africans, this book should certainly assist in his desire to dispel them.

MEDICINE

Burrows, Edmund H. *A history of medicine in South Africa*. Balkema. 389 p.

The Medical Association of South Africa made a wise choice when it asked Edmund Burrows to write this history. Not only is he a medical doctor, but his ability to write of the South African scene has been proved in previous books.

Here he uses his knowledge to integrate the story of European settlement in South Africa

with medical history. The relationship is very close. The reason for the Cape being settled in the first place, was to provide fresh fruit and vegetables for the scurvy-ridden sailors on Dutch East India company ships. Jan van Riebeeck was a ship's surgeon.

The book is carried up to the eve of the South African war. There are two reasons for this. Firstly because the mid 1890's marks the transition from the old order to the new in South African medical affairs; and secondly because the author desires to treat the period covered as fully as possible. In reading the history the second reason is most apparent. The voluminous material is extremely well documented, with a lengthy bibliography and references at the end of each chapter. Biographies of many medical personalities are interspersed, and interesting line drawings, maps and plates illustrate a book which has obviously necessitated a great deal of research.

The book is unlikely to be read consecutively – a fact not helped by the small print – but it will certainly prove a standard reference work on South African medical history.

GARDENING

Wille, Marjorie. *Patterns in the garden.* Timmins. 65 p.

In her foreword the author says, "There are many kinds of gardeners. Those who prefer to collect rare plants, others who cultivate perfect blooms. I soon realized that I wanted just a beautiful garden. In this book I have attempted to illustrate and explain ideas that I have adopted when laying out a garden". This Marjorie Wille has done clearly and simply in a book which should prove especially helpful to a novice. With emphasis on colour and form she makes suggestions for border, pathway and rockery. The clear illustrations are as useful as the text.

PAINTING

Redgrave, J. J. and Bradlow, Edna. *Frederick I'Ons, artist.* Maskew Miller. 74 p.

It is only of recent years that there has been such widespread interest in the early South African artists. Literature on the subject is

increasing and this volume by J. J. Redgrave and Edna Bradlow, a joint author of the excellent Bowler book, helps to fill yet another gap in our knowledge.

Frederick I'Ons was born in England in 1802, but from 1834 to his death in 1887 he lived and worked near Grahamstown. The Eastern frontier at this time gave I'Ons ample scope for his canvasses, his work being now extremely important for its documentary value. Artistically, however, his smaller intimate portraits are very much more notable than the vast landscapes he was forced to paint to make a living.

The book is illustrated by sixty-three black and white plates, and six in full colour. A valuable catalogue of extant pictures is included.

It is certainly one of Maskew Miller's best productions.

HISTORY AND TRAVEL

Bulpin, T. V. *Islands in a forgotten sea.* Timmins. 435 p.

Interest provoked by an arresting title is sustained throughout the book. The forgotten sea – the Bahr-el-zanj or Sea of Blacks – is that portion of the Indian Ocean between the Tropic of Capricorn and the equator which stretches from the African coast to about 8°E.

We learn about Madagascar, the Comoro islands, the Mascarene islands, the Seychelles, and numerous other pinpricks on the map, all of which lie within this area.

Although written in a style to please the most general reader, it should prove of assistance to the student. There is a detailed bibliography, and the volume is competently illustrated by A. A. Telford.

De la Hurst, Victor. *Pleasant journey: a journey through Southern Africa featuring the best hotels.* Knox Printing Co., 177 p.

The author says of himself that he has an "hotel nose" cultivated and nurtured by many miles of sleuthing. Here he tours Southern Africa.

To write glowingly of numerous places is extremely difficult, and it's small wonder that Mr. de la Hurst found so many things, people and places "nice".

In fact the book should prove of some assistance to the tourist. The special attractions

and tariff of each hotel are noted, a few restaurants are described, and the author enthuses over town and countryside.

In order to facilitate the locating of hotels, sketch maps and plans are included, as is also a note on tipping.

Dugmore, Henry Hare. *The reminiscences of an Albany settler, together with his recollections of the Kaffir war of 1835.* ed. by F. G. van der Riet and Rev. L. A. Hewson. Grocott & Sherry. 92 p.

"Tis fifty years since. Descendants of the Pioneers of 1820, we are looking back over the lapse of half a century!" So the Rev. Henry Hare Dugmore began his lecture in Grahams-town in 1870, on the occasion of the jubilee of the British settlers.

The lecture was published the following year as "The Reminiscences of an Albany Settler". It is a most readable account of life on the Eastern Frontier, by one who was well qualified to write of it. The author was six years old when he arrived in South Africa with his family, and with them experienced all the trials and hardships of the 1820 settlers. Against great odds he later became a Methodist Minister and one of the most revered persons in the colony.

Like so many of the early books written and published in South Africa, it has become rare African, and almost unobtainable to the general reader.

Also included in the volume is an account of Dugmore's experiences as a missionary at Mount Coke and Wesleyvale during the Kaffir war of 1835. These have been extracted from probably the only surviving copy of the "South African Methodist".

The author, who endears himself to the reader, writes most enlighteningly in both sections of the text.

The editors have left the narrative unaltered, but have added useful footnotes and introduction. They are to be thanked for once again bringing the book within reach of the man in the street.

Gale, W. D. *Zambezi sunrise.* Timmins. 239 p.

"How civilization came to Rhodesia and Nyasaland" is the sub-title of this account of the men, and their adventures in the making of the Federation.

Although written in a popular style the work can be accepted as authoritative as the author collected much of his information at the National Archives of Rhodesia and Nyasaland.

He traces the story from Shaka and Mzilikazi, Robert Moffat, Livingstone and Rhodes to the present day, and includes a full account of the Jameson raid on the grounds that it was an all Rhodesia enterprise for which the country has paid heavily. Had it not occurred the two Rhodesias would have been one country, including the territory comprising the Bechuanaland protectorate.

The author states that the early pioneers would find the country unrecognizable. "It is an infinitely better Africa than the one they knew". It is to be speculated, however, whether these men, particularly the missionaries, would have approved of all the changes that have occurred, quite as whole-heartedly as Mr. Gale.

Green, Lawrence G. *South African beach-comber.* Timmins. 244 p.

Mr. Green's newest travel book, like T. V. Bulpin's, has as its theme, land near sea. In the author's familiar chatty style we are told of the South African coast, with chapters on the Atlantic islands - St Helena, Ascension, the Canary Islands, and Madeira.

Historical and geographical facts, tales of the inhabitants, and the author's personal impressions of these beaches, fill the pages of a book which will surely prove as popular as its predecessors.

S. A. S. A. *Cango.* Maskew Miller. 77 p.

The first thorough exploration of the Cango Caves ever undertaken, was made during 1956 by members of the South African Spelaeological Association. This body of amateur cavers has produced a book which will greatly interest the armchair-traveller, visitor and scientist.

Written by several members of the Association, "Cango" discusses many facets of the Caves' story. A chapter on the history and earlier literature precedes a description of the first penetration into darkness, after the expedition had trodden the familiar tourist route. The difficulties of surveying the area are explained, and also fully dealt with are the geology, cave formations, meteorology, and animal life - this last being particularly interesting.

Excellent photographs and a map of the Caves add interest to an informative book.

BIOGRAPHY

Kavanagh, M. *Wheels: the Frank Connock story*, Juta. 170 p.

A light-hearted account of a well-known South African, who at the age of eighty-two continues to lead an active life. The book is appropriately titled for it is in the field of transport that Frank Connock is best known. Wheels of one sort or another have been important all his life – from the ox-waggon wheels which took Frank and his family to Johannesburg from his birthplace in the Eastern Cape – to the wheels of the latest motor cars sold by Connocks (S.A.) Motor Co. to-day.

Not only do we learn of the development of transport in South Africa during the past eighty years, but the atmosphere of the times is vividly recalled, especially the story of Johannesburg, where the Connocks proved such worthy pioneers.

Frank Connock is revealed as a most versatile man. Adventurous, an excellent athlete and most astute business man, he nevertheless has retained his love of humanity, and successfully contrives to share his wealth with those less privileged than himself.

The index is one of the best the reviewer has used in a South African publication of this kind.

Bennett, Benjamin. *This was a man*. Timmins. 264 p.

Here Benjamin Bennett writes of Beauclerk Upington, son of a Prime Minister of the Cape Colony, who was one of the greatest advocates South Africa has known, and a personality whom few, who met him, will forget. Upington was born in 1873 in the most favourable circumstances, but died in 1938 in a state of tragic neglect. A dual personality, he could be kind, generous and gay. Then he could become morose and offensive, not caring whom he hurt and angered.

The book might disappoint those interested in Upington the man, but for those who like lively court-room reporting, it should be greatly enjoyed.

TELEREFERENCE REPORT

The Operations Research Department, Engineering Research Institute, University of Michigan, has completed for the Council on Library Resources, Inc. a feasibility study of the application of "telereference" to a library system involving central and divisional catalogues.

"Telereference" is a term coined to describe a type of system whereby a card catalogue might be consulted from a remote location. Such a system might involve (a) a switching mechanism for locating a desired group of cards in the catalogue (b) television equipment for viewing the cards and (c) card-turning

equipment under control of the user for turning cards backwards and forwards. Such a system is technologically feasible. If it were also economically feasible, it might be used to coordinate or consolidate the catalogues of libraries over a wide area, e.g. a city, state or region.

The conclusions of the study indicate that although a "telereference" system might be expected to provide benefits additional to those present in the existing system, it is not economically feasible with the present equipment which was evaluated during the course of the study; and further equipment development is needed.

AFRIKAANSE LEKTUUR VAN DIE DERDE KWARTAAL VAN 1958

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deur

D. L. EHLERS

LETTERKUNDE

Blum, P. *Enklaves van die lig.* Balkema.

Hierdie tweede bundel van die jong digter is baie gunstig deur sommige kritici ontvang. Hy openbaar homself as 'n interessante persoonlikheid met wie se verse dit die moeite werd is om kennis te maak. Ek het egter 'n vae vrees dat die tyd genadeloos gaan werk met baie van sy taalslimmighede.

Grové, A. P. *Oordeel en vooroordeel.* Nasionale boekhandel.

Insiggewende opstelle oor die Afrikaanse letterkunde, veral oor die digkuns van die jongste tyd. Die skrywer is een van ons belovende jong literatore en sy intepretasie van ons jongste poësie is skerp sinning. Sy kennis van die Franse letterkunde kom hom hier goed te pas.

Rousseau, L. *Marco Polo van Venisië.* Tafelberg-uitgewers.

Die vreemde avonture van Marco Polo word hier in die vorm van 'n vlot-geskrewe spanningsverhaal aangebied. Onderhoudende leesstof is dit voorwaar. Ek sou die boek nog meer geniet het as die skrywer sy taal effens beter versorg het.

Van Velden, J. *Die groot saal.* H.A.U.M.

Ek het lank laas 'n boek gelees wat my so terneergedruk het soos hierdie een. Die boek is onbetwisbaar goed geskryf en die uitbeelding van die verlorenheid, hulpeloosheid en ontstellende, dierlike doodsang van 'n oumens is genadeloos realities. Die skryfster het egter nie daarin geslaag om los te kom van haar stof en haarself daarbo te verhef nie. Gevolglik gaan daar geen inspirasie van die boek uit nie soos

uit enige kunswerk van betekenis. Die keurige Afrikaanse vertaling is deur W. O. Kühne.

VIR DIE HUSIVROU

Prinsloo, Mev. J. W. *Kunsnaaldwerk.* Vortrekkerpers.

'n Eerste handleiding oor hierdie onderwerp in Afrikaans. Tapisserie, borduur-, appliek- en viltwerk word behandel. Die boek bevat baie illustrasies asook 'n paar kleurplate.

Swart, A. M. *Eet by blomme.* Kroonstad, Die Skryfster.

Hierdie skryfster is 'n nuwe rekrut tot die groeiende getal deskundiges op die gebied van blommerangskikking. Indien haar taal en spelling beter versorg was, sou sy eer gehad het van hierdie eersteling. Sy lê haar veral toe op tafelrangskikkings. Die boek bevat talle goeie foto's deur Dr. Ronnie Rautenbach, sommige waa. van in kleur is.

Van der Spuy, K. *Buffet-etes.* Nasionale boekhandel.

Nog 'n skeppie lekkernye uit die besige kombuis van hierdie vindingryke huisvrou. Die kleurplate waarmee die boek geïllustreer is, laat 'n mens regtig watertand.

Wessels, V. *Blomme en u huis.* Authur Barker.

By beoefenaars van die kuns van blommerangskikking is die skryfster geen onbekende nie. Haar uitgangspunt is meer algemeen en teoreties as dié van Mev. Swart hierbo. Foto's deur John de Villiers, sommige waarvan in kleur, verhoog die bruikbaarheid van die boek. 'n Engelse uitgawe is ook beskikbaar.

ONDERWYS EN SOSIALE
WETENSKAPPE

Bekker, J. *Aspekte van die organisasie en administrasie van die Transvaalse openbare onderwys.* H.A.U.M.

'n Omvattende werk wat die skoolwese in Transvaal beide van buite en binne ontleed en uiteensit.

Coetzee, J. C. *Onderwys in Suid-Afrika.* Van Schaik.

Bygestaan deur deskundiges uit al die provinsies, het prof. Coetzee hier 'n standaardwerk oor die geskiedenis van onderwys in Suid-Afrika wat terseldertyd tot op datum is, saamgestel. Dit is m.i. 'n onontbeerlike naslaanwerk.

Peale, N. en Blanton, S. *Die kuns om gelukkig te wees.* Naweeckpos

Met menige interessante staaltjie verduidelik die skrywers hoe die Christelike geloof mense help om sielkundige moeilikhede wat so 'n opvallende kenmerk is van die tyd waarin ons leef, te oorkom en gelukkig te wees.

Schultz, G. D. *Briewe aan Alet.* Nasionale boekhandel.

Simpatieke geslagsvoorligting in die vorm van briewe deur 'n moeder aan haar adolessente dogter. Die boek is veronderstel om deur die dogter self gelees te word en 'n mens wonder soms of al die hipotetiese advies nie miskien nodelose komplekse kan veroorsaak nie. Ons voorgeslagte wat nader aan die natuur gelewe het, het blykbaar nie veel moeite ondervind om hulleself geslagtelik en maatskaplik aan te pas nie.

Van Zyl, H. J. *Die Bakgatla van Mosêthla.* Voortrekkerpers.

'n Deeglike sosiale opname van 'n Transvaalse naturellestam, ook bekend as die Makapans. Studies soos hierdie, waarvan ons nooit genoeg kan hê nie, gee 'n mens 'n goeie insae in die leefwyse en probleme van die naturelle.

Venter, H. *Die jeug - waarheen?* H.A.U.M.

Die skrywer probeer aantoon hoe die energie van die jeug deur Christelike ouers en onderwysers in die regte kanale gelei kan word.

In 'n tyd van toenemende jeugprobleme, is dit 'n boek waarvan verantwoordelike mense kennis behoort te neem.

GESKIEDENIS EN GODSDIENS

Geyser, O. *Die Ou Hooggeregshofgebou.* Tafelberg-uitgewers.

Die eerste boek in 'n prysenswaardige nuwe reeks wat die uitgewers in die vooruitsig stel, nl. die *Registeruitgawes*. Enige poging om geskiedkundige onderwerpe in boekvorm beskikbaar te stel, moet ten seerste verwelkom word. Hierdie boek wat fisies besonder goed versorg is, bevat 'n gesaghebbende geskiedenis van een van die mees omstryde ou geboue van die Moederstad. Die boek het m.i. nog te veel van die stroewe styl van 'n proefskrif. Die uitgewers sal wys handel om toe te sien dat toekomstige uitgawes in hierdie reeks in 'n vlotter trant verskyn.

Pellissier, G. M. *Lewenskets; waardering; laaste preke; oor die erediens.* N. G. kerk-uitgewers.

Wyle Prof. Pellissier was agtien jaar lank verbonde aan die Universiteit van Pretoria. Hierdie boek bevat 'n kort lewenskets van hom, 'n waardering van sy werk, sommige van sy laaste preke en lesings oor die erediens. Op hierdie wyse word die nagedagtenis van 'n geliefde en toegewyde kerkman in ere gehou.

ALLERLEI

Potgieter, J. E. *Vuurpyle en satelliete.* Nasionale boekhandel.

Ons lewe in die eeu van vuurpyle en satelliete en hierdie eerste boek daaroor in Afrikaans is in sulke eenvoudige terme geskryf dat elke intelligente leek dit kan volg. Dit behoort die aandag te geniet van almal wat op hoogte van sake wil bly.

Schoonees, P. C. *Rondom die woordeboek.* Nasionale boekhandel.

Interessante geselsies oor woordeboeke, veral oor sy eie werk as hoofredakteur van die *Afrikaanse Woordeboek*. Lesenswaardig is die avontuurlike jag na buitengewone woorde en hulle ontstaan.

S. A. U. K. - PUBLIKASIES

Die Suid-Afrikaanse Uitsaaikorporasie het in die jongste tyd op die uitstekende gedagte gekom om sommige van hulle praatjies in pamfletvorm te publiseer, sommige in Engels, andere in Afrikaans. Van die Afrikaanse pamflette wat ek onder oë gehad het en wat m.i. baie nuttig in biblioteke as leesstof

gebruik kan word, is die volgende :

Roos, G. *Die uitsaaiwese in diens van ons samelewing*, **Sadie, J. L.** *Die Afrikaner in die landseksonomie*; *Ons klassieke erfenis*, deur ses deskundiges; *Wat van ons letterkunde*: 'n oorsig van die Afrikaanse literatuur, deur twaalf literatore.

BOOK REVIEW

Ranganathan, S. R. The five laws of library science. (With an introd. by W. C. Berwick Sayers). (2nd. ed.) Madras, The Library Association; London, Blunt & sons, 1957. 456 p. incl. front. illus., plates, maps, tables, diagrs. (Madras Library Association, publication series, no. 23.) 36s. (Outside India).

The reader only needs to overcome the mild resistance roused by a certain strange feel about this work (the first edition of which appeared in 1931) to realize how much "fruit of sense" is contained within its pages, and what interesting reading it makes. The remark holds good for all the works of this Indian scholar-librarian, with the exception perhaps of certain passages in his more abstractly theoretical treatises. The work under discussion includes a great deal of straightforward factual material.

The above remark merely implies that the Westerner has to get used to a peculiarly Indian style of writing and idiosyncrasy of expression which may here and there obscure understanding. He must also bear in mind that the work is written primarily for Indian readers and librarians.

Furthermore, there are certain peculiarities of textual arrangement, and an unusual way

of setting down notation, which will be strange to Western readers. 550,000 for example is printed as 5,50,000. Paragraphs and sections corresponding to completely expressed ideas carry short captions and are numbered according to a scheme of the author's. But these after all are superficial features unconnected with the author's ideas which are fundamentally clear, simple and direct; it is the style of presentation and the methods of exposition and elaboration of these ideas that may strike the uninitiated reader as eccentric.

It might even be objected by readers accustomed to a less "embroidered" style of exposition and less elaborate analysis, that the five laws, interesting as they are thematically, could have been dealt with much more concisely in straightforward academic jargon. It is of course a debatable point, but one cannot escape the feeling that if that were so, the book would have lost much in character. There is that element in Ranganathan's work which is at once brilliant and yet strangely, elusively, naive. He can make the driest material sound interesting, and what he writes seldom lacks thought-provoking force and sound common sense.

J. C. Quinton.

THE "ERSATZ" LIBRARY

(Continued from p. 106)

Europe and our literature, to a great extent, originated in Europe. This means that it was written for a reader who knows the writer's Europe; the South African reader is at a disadvantage because he stands outside this unity . . . If the literary tradition of Europe is to survive in South Africa, audio-visual work in our libraries must aim at giving the reader the background, the images, which he needs for its full understanding and appreciation."

Mr Ehlers will admit that this function of audio-visual material cannot be taken over by exhibitions of local art and chamber music

groups; live art and audio-visual library material are not substituting each other, their ways of approach and their aims are on totally different levels. While audio-visual material stands in closest collaboration with the book, exhibitions and recitals serve a general cultural purpose which does not always coincide with the aim of the library. If the library ever were to forget that all its extension work, unconditionally and without exception, must serve the book, it would indeed become an "ersatz" library. (Signed) Dr. H. L. Oppenheimer,

Senior Lib. Audio-visual Sect. Cape Prov. Lib. Service

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